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Patriotic *and* Civic Instruction



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Patriotic *and* Civic Instruction



South Dakota

TO THE TEACHERS OF SOUTH DAKOTA

I am entirely in sympathy with the efforts of the Department of Public Instruction in encouraging and insisting upon a proper instruction in Patriotism. The bulletin on Patriotic Instruction will surely develop a better appreciation of America and her institutions, a higher regard for the flag and a fuller realization on the part of the children that they are citizens of the United States NOW and are called upon to assist in making a better school, town, county, state and nation.

I especially approve the suggestions relative to the floating of the American Flag on school grounds, the patriotic observance of special days, and the exercises familiarizing the children with the process of voting. Also the exercises suggested to help the children realize that the Government really functions in their own lives every day, as well as the suggestions for the "Young Citizens League" are worthy of most careful consideration.

PETER NORBECK,

Governor of South Dakota.

PATRIOTIC AND CIVIC INSTRUCTION

South Dakota
Issued by the

DEPARTMENT OF PUBLIC INSTRUCTION

of

SOUTH DAKOTA
JANUARY, 1921

FRED L. SHAW
Superintendent of Public Instruction

M. M. GUHIN
State Director of Americanization



PATRIOT

The Capitol, Pierre, South Dakota.

TO THE TEACHERS OF SOUTH DAKOTA:

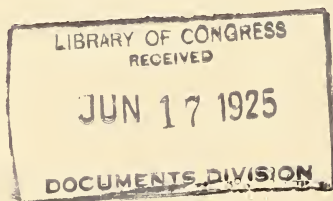
As I walked down to my office in the State House the other morning I heard the school bell loudly ringing and saw the children of the Capital City hurrying to their daily lessons: my mind took in a wider sweep and I saw the thousands of children in one long procession all over this great state of ours entering the doors of the fifty-four hundred schoolhouses, and again taking in a still wider sweep I saw the millions upon millions of school children answering the call of the clamoring bell from every corner of the Union. I began to realize as never before the importance of the work of the American public school.

Teachers! yours is the task to tend the crucible of education so well that the product will be the "finest gold."

God forbid that any child in the state of South Dakota or in any other corner under the shadow of the Stars and Stripes should leave the ranks of this great procession without having received some instruction in the fundamental duties and responsibilities of citizenship and a fuller realization of the priceless heritage which belongs to him or her who can say.

"I am an American."

FRED L. SHAW,
Superintendent of Public Instruction.



FRED L. SHAW
Superintendent of Public Instruction

FOREWORD

This bulletin on the teaching of patriotism and civic instruction is intended to present specific directions on matter and methods generally approved. It is primarily a teacher's manual rather than a compilation of selections for pupils' use; yet many excellent selections are given and should be available to the children.

An effort is made to indicate specific exercises tending to develop emotional response to America. This is the object in mind in directing that the American flag be floated on school grounds at least on Flag Days. While our state law requires the flag to be floated on school grounds EVERY day, we only ask that the spirit of the law be observed by floating it at least on days of special significance. However, this regulation must be construed as a requirement of the department of education; and where it has authority to do so, as in the case of schools receiving state aid, the observance of Flag Days will be made a condition to be met by such schools.

It is impossible in a bulletin of this kind to give more than a few selections for each of the days we celebrate; these should be supplemented by books prepared expressly for this purpose. The principal object in mind in the bulletin is to indicate the nature of the exercises which really commemorate the event celebrated.

Everywhere the complaint is heard that textbook work in civics does not get the results we want in patriotism and citizenship. The drill exercise on the text of the constitution is given, NOT to emphasize the text work, but to suggest a way in which time may be gained for more practical work. The suggestions given in the chapter on the "Young Citizens League" are intended to indicate some of this practical work. The organization of a branch of the Boy Scouts, Campfire Girls or Girl Scouts is considered practical, concrete work in community civics.

The "Mock Cabinet Meeting," and the "Mock Election" exemplify the value of dramatization. Whatever else vitalized work in civics involves, it certainly demands a utilization of the present interests and activities of the pupils. In the lesson on "Liberty and Law" an effort is made to present the real meaning of American freedom by (1) using striking facts; (2) humorous stories; and (3) stories about children to illustrate a principle.

The article on "Peace-time Heroes" is intended to show that heroism is much more common than we usually think and that good citizenship is an everyday affair of all the people. The very day this was written the papers reported that a girl of thirteen years had received the Carnegie medal

for heroism; and the same issue reported a horrifying automobile tragedy. While only one illustration of the fact that good citizenship should function in our everyday life, the automobile is, perhaps, the best illustration for the reason that people have not yet adjusted the moral code to this new means of locomotion. South Dakota had 160 men "killed in action" during the World War; while 35 or 40 are killed every year in automobile accidents. This will continue until public sentiment stops careless driving. The schools are the most potent factor in molding public opinion of future years.

Teachers are invited to write to the Americanization Department, Pierre, relative to any part of the bulletin. Suggestions for the 300th anniversary of the Landing of the Pilgrims will be sent on request. Copies of "Americanization in South Dakota" will be sent to teachers interested in evening schools and specific directions for organizing an evening school, outlining the work for the first evening. The work in vitalized agriculture is an important factor in Americanization and in interesting parents in school activities.

This bulletin represents about all the department can do this year in promoting better citizenship and patriotism in the day schools. When it reaches you, it is for you to say what use shall be made of it; use it for America's sake.

M. M. GUHIN,
Director of Americanization.

ACKNOWLEDGEMENT

In preparing this bulletin and compiling selections contained in it, the following pamphlets, bulletins and books have been used.

1. Bulletins issued by departments of the United States Government, National Red Cross, National Defence League, The American Legion, State Library Commission, and State Fire Marshal.

2. Arbor Day, Memorial Day and other Special Day bulletins issued by the department of public instruction of the following states: Wisconsin, Iowa, Minnesota, Nebraska, Kansas, Michigan, North Dakota, New Mexico, Oklahoma, Colorado, Ohio, New York, New Jersey, Rhode Island, Connecticut, Washington, Alabama, North Carolina, West Virginia, Louisiana, Illinois, California, South Dakota, Maryland, Kentucky and Vermont.

3. The following books:

The Young American Readers. . . John C. Winston Co., Chicago
Hygiene and Health Series. . . Bobbs Merrill Co., Indianapolis
Liberty Readers

I Am An American. Houghton Mifflin Co., Chicago

Civics for New Americans. Houghton Mifflin Co.

The Teaching of Citizenship. W. A. Wilde Co., Boston

McGruder's American Government. . . Allyn & Bacon, Chicago

Hughes Community Civics. W. A. Wilde Co., Boston

Modern Americans. Laurel Book Co., Chicago

Our America. Bobbs Merrill Co.

Story of Liberty. American Book Co.

Patriotism in Prose and Verse. Educational Pub. Co., Chicago

Good Citizenship American Book Co.

School Efficiency. Ginn & Co., Chicago

Americanization and Citizenship. . . . Houghton Mifflin Co.

New American Citizen (Mintz') Macmillan Co., Chicago

The Liberty Reader. Benj. H. Sanborn Company, Chicago

America First. American Book Company, Chicago

Tarkington's My Country. Ginn & Company, Chicago

Country Life Readers

. B. H. Johnson Publishing Co., Richmond, Va.

Republic of Friends Capital Supply Co., Sioux City

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.....B. H. Johnson Publishing Co., Richmond, Va.

Republic of Friends Capital Supply Co., Sioux City

Most of the selections given in this bulletin have been copied from bulletins issued by other states; consequently it is possible that we have unintentionally used a few selections protected by copyrights without permission of the publishers; but we have not willfully done so nor intentionally failed to give credit.

The cuts of the Civil War soldier, the World War soldier and the trench scene were loaned us by the Department of Public Instruction of Wisconsin. The cuts of the state song, state seal, state capitol, national capitol, Beadle monument, Lincoln, Longfellow and others were loaned us by the Capital Supply Co., Pierre. For the use of these we are very grateful.

SPECIAL DAYS

Mr. Bennett says the special day is a teaching device. It motivates and intensifies, rather than sacrifices, regular school work. It is not best observed or celebrated by dismissing school and making it a day of idleness and pleasure-seeking. It is not a day of vacation, relaxation nor recreation. It is not a "holiday" or "holyday", and even these are too often not observed as "holy". Memorial Day and July 4th are holidays usually best observed by community celebrations. Thanksgiving and Christmas are holidays which may be best observed in family re-unions and in the churches. On these four days, as the law provides, school should be dismissed; other "Special Days" are best observed by school exercises. Some of the Special Days may deserve only the recognition given by raising the flag and asking, at opening exercises, what event is commemorated; others may be entitled in addition, to the ten or fifteen minutes usually given to opening exercises; still others may be worthy of a special program lasting an hour or more. The latter are designated by bold-face type in the list of Flag Days. On these days flags should be floated on store buildings, homes, etc., as well as on school grounds.

Exercises in school on special occasions are usually greatly hampered because the "atmosphere" is not in harmony with the theme. It requires a vivid imagination to see "Key eagerly searching the horizon in the dim morning light for a glimpse of Old Glory," with a bare blackboard for a background; it is even harder when the board is partly covered with yesterday's lessons.

It is well to remove, as far as convenient, the equipment for regular school work from in front of the pupils, and transform the school room as far as possible into a cheery, bright "reception room" or "auditorium" appropriately decorated for the occasion. This transformation is easily accomplished if the room is equipped with movable desks. Fifteen or twenty yards of bunting, a dozen muslin flags, a few rolls of crepe paper, a spool of flower wire, an ingenious teacher and any group of American children will make possible a marked change in any room. If the bunting and flags are carefully folded and placed in a drawer, they can be used on many occasions. Blackboard stencils may be used to make the blackboard an aid, instead of a hindrance, in producing the appropriate atmosphere. Cornstalks, corn, pumpkins and other farm products may be used for Thanksgiving, evergreens for Arbor Day. Special exercises are designed to result in emotional, rather than intellectual, response from the pupils. The

indefinable "feel" of the occasion is fully as important as the rendering of selections by the children. A collection of helmets, captured arms, kahki uniform, overseas cap and gas mask on Armistice Day will give a new meaning to the poem, "In Flanders Field." Time is not wasted in creating an appropriate atmosphere for special programs.

* * * *

"WHAT OUR FLAG MEANS"

"Our flag means all that our fathers meant in the Revolutionary War. It means all that the Declaration of Independence meant. It means justice. It means liberty. It means happiness. Our flag carries American ideas, American history, and American feelings. Every color means liberty. Every thread means liberty. Every star means liberty. The flag does not mean lawlessness, but liberty through law, and laws for liberty. Forget not what it means. For the sake of its ideas, be true to your country's flag."—Adapted from an address by Henry W. Beecher.

SEPTEMBER 6—LABOR DAY

If school is in session, some recognition should be given to Labor Day; if not, exercises suggested may be used on Arbor Day, Lincoln's Birthday, Election Day or Inaugural Day.

"JUST KEEP ON KEEPIN' ON"

If the day looks kinder gloomy
An' your chances kinder slim,
If the situation's puzzlin'
An' the prospect's awful grim,
An' perplexities keep pressin'
Till all hope is nearly gone,
Jus' bristle up an' grit your teeth,
An' keep on keepin' on.

Fumin' never wins a fight,
An' frettin' never pays;
There ain't no good in broodin' in
These pessimistic ways—
Smile just kinder cheerfully,
When hope is nearly gone,
An' bristle up an' grit your teeth,
An' keep on keepin on.

There ain't no use growlin'
An' grumblin' all the time,
When music's ringin everywhere,
An' everything's a rhyme—
Jus' keep on smilin' cheerfully,
If hope is nearly gone,
An' bristle up, and grit your teeth,
An' keep on keepin' on.

—James Whitcomb Riley.

LITTLE BROWN HANDS

They drive up the cows from the pasture,
Up through the long, shady lane,
Where the quail whistles loud in the wheat field
That is yellow with ripening grain.

They find in the thick, waving grasses
Where the scarlet-lipped strawberry grows;
They gather the earliest snowdrops
And the first crimson buds of the rose.

They toss the hay in the meadow
They gather the elder-bloom white,
They find where the dusky grapes purple
In the soft-tinted October light.



They know where the apples hang ripest
And are sweeter than Italy's wines;
They know where the fruit hangs thickest
On the long, thorny blackberry vines.

They gather the delicate seaweeds,
And build tiny castles of sand;
They pick up the beautiful seashells
Fairy barks that have drifted to land.

They wave from the tall, rocking treetops,
Where the oriole's hammock-nest swings,
And at night-time are folded in slumber
By a song that a fond mother sings.

Those who toil bravely are strongest,
The humble and poor become great;
And from those brown-handed children
Shall grow mighty rulers of state.

The pen of the author and statesman,
The noble and wise of our land—
The sword and the chisel and palette,
Shall be held in the little brown hand.

—Uncle Remus' Magazine.

(Written by a girl fifteen years old.)

KEEP A-TRYING

Nixon Waterman

Say "I will!" and then stick to it—
That's the only way to do it.
Don't build up a while and then
Tear the whole thing down again.
Fix the goal you wish to gain,
Then go at it heart and brain,
And, though clouds shut out the blue,
Do not dim your purpose true
 With your sighing.
Stand erect, and like a man,
Know "They can, who think they can."
 Keep a-trying.

Had Columbus, half sea o'er,
Turned back to his native shore,
Men would not, today, proclaim
Round the world his deathless name.
So must we sail on with him
Past horizons far and dim,
Till at last we own the prize
That belongs to him who tries
 With faith undying;
Own the prize that all may win
Who, with hope, through thick and thin
 Keep a-trying.

The FLOWER FACTORY

Lisabetta, Marianina, Fiametta, Teresina,
They are winding stems of roses, one by one, one by one—
Little children who have never learned to play:
Teresina softly crying that her fingers ache today,
Tiny Fiametta nodding when the twilight slips in, gray.
High above the clattering street, ambulance and fire-gong beat
They sit, curling crimson petals, one by one, one by one.

Lisabetta, Marianina, Fiametta, Teresina,
They have never seen a rose-bush nor a dewdrop in the sun,
They will dream of vendetta, Teresina, Fiametta,
Of a Black Hand and a face behind a grating;
They will dream of cotton petals, endless, crimson, suffocating,
Never of a wild-rose thicket nor the singing of a cricket,
But the ambulance will bellow through the wanness of their
dreams.
And their tired lids will flutter with the street's hysteric
screams.

Lisabetta, Marianina, Fiametta, Teresina,
They are winding stems of roses, one by one, one by one,
Let them have a long, long play-time, Lord of Toil, when toil
is done!
Fill their baby hands with roses, joyous roses of the sun.

—Florence Wilkinson.

* * * *

The Recitation "The Village Blacksmith" is appropriate. Essays on such subjects as these may be read: The Farmer's Part in Winning the War. Heroes Among Laboring Men. Work of the Department of Labor. How a Foreigner Becomes a Citizen. Need of Americanization Work.

SEPTEMBER 14, 1814—NATIONAL HYMN DAY

Commemorating the bombardment of Fort McHenry when Francis Scott Key wrote the Star Spangled Banner.

Designed to introduce the practice of raising the flag on Flag Days by an appreciative study of the many beautiful tributes to Old Glory, and inspired interpretations of its meaning. If exercises cannot be held so early in the year, numbers given may be presented on other national days we celebrate.

HOW THE STAR SPANGLED BANNER WAS WRITTEN

To secure the liberation of his friend, Dr. William Beanes, Francis Scott Key obtained leave of President Madison to visit the British fleet at the mouth of the Potomac, carrying a flag of truce. The British Admiral received him kindly, but it was some time before he agreed to release Key's friend. In the meantime an attack on Baltimore was planned and the Americans were required to remain with the British fleet until after the attack.

Thus on the night of September 14, 1814, Key was held a temporary prisoner on the British vessel while the fleet bombarded Fort McHenry. He stayed on deck all night watching the fight and "listening with breathless interest to hear if an explosion followed the firing of each shell." While the firing kept up, he knew the fort had not surrendered; but suddenly it stopped, shortly before daybreak. It was too dark to see the fort and they paced the deck in painful suspense not knowing whether the attack had been abandoned or the fort had surrendered. When day dawned they looked through their field glasses and saw the flag still floating over Fort McHenry.

During the night the song began to form itself in Key's mind; and when exultation took the place of suspense, his feelings found expression in verse which he wrote on the back of a letter. He finished the poem on the boat which carried him to shore. The next day he showed it to Judge Nicholson who had it printed in the Baltimore American. A young apprentice, Samuel Sands, set the type. In a few hours thousands of people were reading it. It was soon set to music, an old air, by Ferdinand Durang and first sung by his brother, Charles, an actor, in a tavern next to Holliday Street Theater. In this theater it was first sung to an audience and received with spontaneous and unbounded enthusiasm.

(Abridged from Henry Watterson in *Heart of America Readers*—Scribner Sons, Chicago.)

Reading.

CHANGES IN THE FLAG

The flag Key wrote about is now in the National Museum at Washington. It is of the fifteen stars and fifteen stripes variety; but one star is missing—probably shot off during the bombardment. The flag is about thirty feet square, badly battered and torn. The flag with fifteen stars and fifteen stripes was the official flag from January 13, 1794 (after the admission of Vermont and Kentucky) until July 4, 1818. The law enacted Jan. 13, 1794 provided that a star and a stripe should be added for each new state; but this was not done although five states were admitted before the law was changed. The law enacted in 1818 provided that there be thirteen stripes on the flag to symbolize the thirteen original states and that a new star should be added for each new state—this star to be first shown on the flag on July 4 following the date of admission. The stars were then arranged in rows instead of a circle.

In 1912 it was decided to have the order in which the stars come on the flag represent the time when the states were admitted. Thus Delaware, the first state to adopt the constitution, is represented by the first star to the left on the upper row; Arizona, by the last star to the right in the lowest row.

It is impossible to tell whether South Dakota's star is the forty-second or forty-third. Our state historian, Doane Robinson, has the original copy of Secretary Blaine's report on the admission of North and South Dakota. Mr. Blaine states they were admitted at "the same moment." Of course President Harrison must have signed one proclamation before the other; but he signed many other papers at the same time and neither he nor Secretary Blaine knew which proclamation was signed first. No one knows, nor ever will know, which of the Dakotas came into the Union first.

OUR FLAG

Charles Sumner

There is the national flag! He must be cold, indeed, who can look upon its folds, rippling in the breeze, without pride of country. If he be in a foreign land the flag is companionship, and country itself, with all its endearments. Who, as he sees it can think of a state merely? Whose eye, once fastened on its radiant trophies, can fail to recognize the image of the whole nation? It has been called a "floating piece of poetry;" and yet I know not if it has any intrinsic beauty beyond other ensigns. Its highest beauty is in what it symbolizes. It is because it represents all, that all gaze at

it with delight and reverence. It is a piece of bunting lifted in the air; but it speaks sublimely, and every part has a voice. Its stripes, of alternate red and white, proclaim the original union of thirteen states to maintain the Declaration of Independence. Its stars, while on a field of blue, proclaim that union of states constituting our national constellation, which receives a new star with every new state. The two, together, signify union, past and present. The very colors have a language, which was officially recognized by our fathers. White is for purity, red for valor, blue for justice; and all together—bunting, stripes, stars and colors blazing in the sky—make the flag of our country, to be cherished by all of our hearts, to be upheld by all of our hands.

OLD GLORY

Stephen Driver was a sea-faring man, and before the civil war had sailed from Salem, Mass., to foreign ports. While in foreign waters he rendered a great service to the people, in recognition of which they presented him with a beautiful American flag. A priest blessed it as it rose to the masthead, and the captain made a solemn vow to defend it with his life, if need be. Later Captain Driver gave up the sea, going to Nashville, Tenn., to live. He opposed secession and when the war began, in order to save his flag, sewed it between the lining of a quilt, and each night hugged it, and the thought of the nearness of "Old Glory" brought comfort to his faithful heart. Many times the confederates searched the house for the flag, threatening him with violence, even death, but he told them that he would yet raise his flag over the State House. When the Union troops entered Nashville he told the story of "Old Glory," brought it forth from its hiding place, and they went together to the State House roof and flung it to the breeze, the men in blue taking up the name and shouting for "Old Glory."

YOUR FLAG AND MY FLAG

Your Flag and my Flag!

And how it flies today

In your land and my land

And half the world away!

Rose-red and blood-red

The stripes forever gleam;

Snow-white and soul-white—

The good forefather's dream;

Sky-blue and true-blue, with stars to gleam aright—

The glorious guidon of the day; a shelter through the night.

Your Flag and my Flag!
 And, oh, how much it holds—
 Your land and my land—
 Secure within its folds!
 Your heart and my heart
 Beat quicker at the sight;
 Sun-kissed and wind tossed,
 Red and blue and white.

The one Flag—the great Flag—the Flag for me and you
 Glorified all else beside—the red and white and blue!

Your Flag and my Flag!
 To every star and stripe
 The drums beat as hearts beat
 And fifiers shrilly pipe!
 Your Flag and my Flag—
 A blessing in the sky;
 Your hope and my hope—
 It never hid a lie!

Home land and far land and half the world around,
 Old Glory hears our glad salute and ripples to the sound.

—William D. Nesbit.

OUR FLAG FOREVER

She's up there—Old Glory—where lightnings are sped;
 She dazzles the nations with ripples of red;
 And she'll wave for us living, or droop o'er us dead—
 The flag of our country forever!

She's up there—Old Glory—how bright the stars stream!
 And the stripes like red signals of liberty gleam!
 And we dare for her, living, or dream the last dream
 'Neath the flag of our country forever!

She's up there—Old Glory—no tyrant-dealt scars,
 No blur on her brightness, no stain on her stars!
 The brave blood of heroes hath crimsoned her bars.
 She's the flag of our country forever!

—Frank L. Stanton.

ETIQUETTE OF THE FLAG

1. Do not hoist the flag before sunrise nor allow it to remain up on the pole or staff after sunset.

2. When the flag is hung horizontally (so it can be viewed from one side only) the blue field should be to the left; when hung vertically the blue field is toward the right.

3. Never allow the flag to touch the ground or floor when being hoisted or lowered. It should float freely and if caught should be released at once.

4. The flag should be saluted by all present when being hoisted or lowered; and when passing in parade or in review, the spectators should stand if walking or sitting and, standing "at attention," salute with the right hand in all cases, except that a man in civilian dress and wearing his hat, should remove his hat and hold it with his right hand opposite his left shoulder.

5. In placing the flag at half mast, always hoist to the top of the staff and then lower to position (the top of flag one-third down from top of pole); In lowering from half mast the flag should also be first raised to top of staff. On Memorial Day the flag should be at half mast until noon and at full mast the remainder of the day.

6. When the American flag is carried, with others, in parade, it must have the place of honor, at the right. If a number of other flags are carried our flag must either precede the others or be carried in the center above the others, on a higher staff.

7. In raising other flags with ours, the American flag must be above the others—never below them.

8. The flag must **never be draped**, but always arranged to hang in straight lines. It must not be used as a cover for a desk, table or box. Nothing must ever be placed on the flag. When clusters or draping of colors is desired, bunting or cloth may be used—never the flag.

9. The flag must not be used in whole or in part as a costume and when worn as a badge it should be small and pinned over the left breast or to the left collar lapel. It must never be used for advertising purposes—not even a picture of it; nor may it be used as a toy, fan, parasol, paper napkin, or sofa cushion.

10. It is unlawful to trample upon, mutilate, or otherwise treat the flag with insult or contempt; or attach to it any emblem or inscription whatever. When old or soiled it should be decently burned. Do not drive tacks in the flag.

11. When the "Star Spangled Banner" is being played, or sung, all persons within hearing should rise and stand, head uncovered. The playing of it as a part of a medley is prohibited and it should never be played as an exit march.

12. When the flag is hung as a streamer to be viewed from both sides, as when stretched across a street, the field of blue should always be toward the east or the north.

13. A Pledge of Allegiance to the Flag: "I pledge allegiance to my flag and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all."

THE FLAG GOES BY

Hats off!

Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky.

Hats off!

The flag is passing by!

Blue, and crimson, and white it shines,
Over the steel-tipped, ordered lines.

Hats off!

The colors before us fly;
But more than the flag is passing by.

Sea fights and land fights, grim and great,
Fought to make and to save the state;
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty, and years of peace,
March of a strong land's swift increase;
Equal justice, right, and law,
Stately honor and reverend awe;

Sign of a Nation, great and strong,
To ward her people from foreign wrong;
Pride, and glory, and honor, all
Live in the colors to stand or fall.

Hats off!

Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high.

Hats off!

The flag is passing by.

—H. H. Bennett.

THE FLAG SPEAKS

I am whatever you make me, nothing more,
But always I am all that you hope to be,
and have the courage to try for.
I am song and fear, struggle and panic, and ennobling hope.
I am the day's work of the weakest man,
and the largest dream of the most daring.
I am the constitution and the courts, statute and statute-
maker, soldier and dreadnaught, drayman and street
sweep, cook, counselor, and clerk.
I am no more than you believe me to be.
My stars and my stripes are your dreams and your labors.
For you are the makers of the flag, and it is well that you
glory in the making.

—Franklin K. Lane.

THE FLAG

There's no coward stripe upon it,
And no shame is written on it,
All the blood that's in its crimson
Is the blood of manhood true;
There's no base and brutal glory
Woven sadly in its story.
It's a bright flag, and right flag,
And the flag for me and you.

It's the flag without a fetter;
It's the flag of manhood better;
It has never done a mean thing,
Never waved above a brute;
Greed and hate it never shielded,
Unto wrong it never yielded,
It's a fine flag, a divine flag
That in reverence we salute.

It's the flag of all the glory
That is written in man's story;
It's the emblem of his freedom
And the hope of men oppressed;
It asks no disgraceful duty,
Never stains with shame its beauty.
It's a pure flag, and a sure flag,
It is our flag and the best.

—The American Boy.

Patriotic songs are especially appropriate such as the The Star Spangled Banner, Battle Cry of Freedom and America.

OCTOBER 12—COLUMBUS DAY

Columbus Day is a State holiday in over half the states of the Union. It is an occasion for impressing lessons on perseverance, courage and adherence to an ideal. As the initial move in the making of America, it is worthy of recognition as one of the Days we celebrate.

THE LAND OF FREEDOM

(To the tune of Dixie)

I live in the land of freedom's making
And I shout till the hills are shaking:
Look away! look away! look away! Freedom's Land.

America's the promised nation
Where the world may find salvation.
Look away! look away! look away! Freedom's Land.

Chorus.

Then wave the free man's banner,
Hooray! Hooray!
In freedom's name I stake my claim
And live and die for freedom,
I live, I die,
I live and die for freedom,
I live, I die,
I live and die for freedom,

I see Old Glory proudly streaming
And the stars and colors gleaming,
Look away! look away! look away! Freedom's Land.

My heart is like a band that's playing
While the whole world is saying:
Look away! look away! look away! Freedom's Land.

Chorus.

—Louise Ayres Garnett, Evanston, Ill.,
Printed by permission.

"PATRIOTISM"

Breathes there the man with soul so dead
Who never to himself hath said,
This is my own, my native land!
Whose heart hath ne'er within him burned,
As home his footsteps he hath turned
From wandering on a foreign strand?
If such there breathe, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim,
Despite those titles, power, and pelf,
The wretch, concentred all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonored, and unsung.

—Sir Walter Scott; from "Making Americans"

SAIL ON, O SHIP OF STATE!

Henry Wadsworth Longfellow

Thou, too, sail on, O ship of state!
Sail on, O Union strong and great!
Humanity, with all its fears,
With all the hopes of future years,
Is hanging, breathless, on thy fate!
We know what master laid thy keel,
What workman wrought thy ribs of steel;
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat
Were shaped the anchors of thy hope!
Fear not each sudden sound or shock—
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes are all with thee;
Our hearts, our hopes, our prayers, our tears,
Our faith, triumphant o'er our fears,
Are all with thee—are all with thee.

IT CAN BE DONE

Somebody said that it couldn't be done,
But he with a chuckle replied:
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in, with a trace of a grin
On his face. If he worried, he hid it.
He started to sing as he tackled the thing
That couldn't be done—and he did it.

Somebody scoffed: "Oh, you'll never do that—
At least no one has ever done it;"
But he took off his coat and he took off his hat,
And the first thing he knew he'd begun it,
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done—and he did it.

There are thousand's who'll tell you it cannot be done,
There are thousands who prophesy failure;
There are thousands to point out to you, one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Then take off your coat and go to it.
Just start in to sing as you tackle the thing
That "cannot be done"—and you'll do it.

—Edgar A. Guest.

* * * *

The two best selections for this day are not given because they are found in many school readers and library books. They are "Sail On" and "Columbus Crossing the Atlantic." Essays on such subjects as these may be read by pupils.

Life of Columbus.

The First Trip to America.

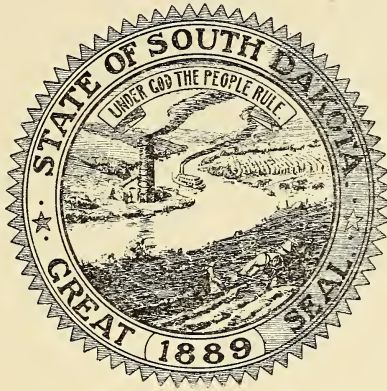
The American Indian.



STATE CAPITOL, PIERRE, S. D.

NOVEMBER 2—SOUTH DAKOTA DAY**NOVEMBER 2—ELECTION DAY**

This is the one day of 730 on which every man and woman legally qualified to vote, may exercise the right to participate directly in our government; the one day best adapted to teach fundamental American principles of equality and opportunity and that the people are the government. Of all the special days, none seems better adapted to impress children with the privileges and responsibilities of citizenship. The lessons suggested elsewhere in this bulletin in regard to ballots, methods of procedure at elections, and method of making returns are very practical. Wherever possible, a "mock election" should be held in school, care being taken to conduct it just as if it were a real election so far as possible. Since election day falls this year on the anniversary of South Dakota's Admission as a state, it may be also considered "South Dakota Day." Several selections are given appropriate for South Dakota Day. An early settler may be invited to give a talk on pioneer days in South Dakota. Children need to be reminded of the trials and privations of the pioneers; while their ultimate success is a lesson in perseverance, faith and hard work. Many lessons in state history can be enjoyably taught by special exercises on South Dakota Day. We do not want to become provincial or over enthusiastic about our own state; yet we should know the wonderful progress it has made, the fine record it has in statistics on low criminal record, health, wealth, productivity, loyalty, and intelligence and the unlimited opportunities it still offers to boys and girls who assume its citizenship, adequately prepared and inspired to make its star in the Union bright and glorious with worthy achievements. Pupils should take pride in its being a rural state, in its freedom from tenement and sweatshop problems, and in its power of feeding millions of people in other states. They should take pride in its schools, its roads, and its educational institutions; and they should appreciate its Artesian basin problem, its hydro-electric problem and its transportation problems.



“STATE SEAL OF SOUTH DAKOTA.”

The Great Seal of the State shows the principal industries of South Dakota—farming, stock-raising, commerce and manufacturing. It has on it our state motto, “Under God the People Rule.” The Secretary of State is the custodian of the Great Seal and affixes it to all important state documents such as appointments to state offices, certificate of election to any office filled by the people of the entire state, pardons and other documents signed by the Governor and all public documents issued by the office of Secretary of State.

“A SOUTH DAKOTAN’S CREED”

I BELIEVE in South Dakota, in the fertility of her soil, the warmth of her sunshine, and the nurturing tenderness of her winter snows; I believe in the simple beauty of her rolling prairies and the more pretentious splendor of her western hills. I believe in her government, and in her institutions of home and church and school. I believe in the sturdy, intelligent manhood of her sons, and the chaste womanhood of her daughters; the hundred-percent Americanism of her whole people. I believe that under the skies of South Dakota will continue to grow and prosper an intelligent, patriotic and God-fearing people amply able to work out and solve the perplexing problems of the future as they have those of the past. I believe that as the bright noonday sun is only the fulfillment of the morning prophecy of its dawning splendor, so the accomplishments of our State today are the monuments of the hardy pioneers of yesterday. I believe that as the gorgeous tints of the sunset skies predict the coming of a bright tomorrow, the proud record and accomplishments of South Dakota surely point to a State whose star shall outshine all others in the Flag of our Country. —Fred L. Shaw.

WANTED—MEN

J. G. Holland

Men whom the lust of office will not kill,
Men whom the spoils of office cannot buy,
Men who possess opinions and a will,
Men who have honor and will not lie.

Men who can stand before the demagogue
And down his treacherous flattery without winking,
Tall men, sun crowned, who live above the fog
In public duty and in private thinking.

OUR RESPONSIBILITIES

Theodore Roosevelt

Yet, after all, though the problems are new, though the tasks set before us differ from the tasks set before our fathers who founded and preserved this republic, the spirit in which these tasks must be undertaken and these problems faced, if our duty is to be well done, remains essentially unchanged. We know that self-government is difficult. We know that no people need such high traits of character as that people which seeks to govern its affairs aright through the freely expressed will of the free people who compose it. But we have faith that we shall not prove false to the memories of the men of the mighty past. They did their work; they left us the splendid heritage we now enjoy. We in our turn have an assured confidence that we shall leave this heritage unwasted and enlarged to our children and our children's children. To do so we must show, not merely in great crises, but in every day affairs of life, the qualities of practical intelligence, of courage, of hardiness and endurance, and above all the power of devotion to a lofty ideal, which made great the men who founded the republic in the days of Washington, which made great the men who preserved this republic in the days of Abraham Lincoln.

ELECTION DAY THE PRESENT CRISIS

James Russell Lowell
(Abridged)

Once to every man and nation comes the moment to decide,
In the strife of Truth with Falsehood, for the good or evil
side;
Some great cause, God's new Messiah, offering each the bloom
or blight,
Parts the goats upon the left hand, and the sheep upon the
right,
And the choice goes by forever 'twixt that darkness and that
light.
Careless seems the great Avenger; history's pages but record
One death-grapple in the darkness 'twixt old systems and
the World;
Truth forever on the scaffold, Wrong forever on the throne,—
Yet the scaffold sways the future, and, behind the dim un-
known,
Standeth God within the shadow, keeping watch above his
own.
Then to side with Truth is noble when we share her wretched
crust,
Ere her cause bring fame and profit, and 'tis prosperous to be
just;
Then it is the brave man chooses, while the coward stands
aside,
Doubting in his abject spirit, till his Lord is crucified,
And the multitude make virtue of the faith they had denied.
For humanity sweeps onward; where today the martyr
stands,
On the morrow crouches Judas with the silver in his hands;
Far in front the cross stands ready, and the crackling fagots
burn,
While the hooting mob of yesterday in silent awe return
To glean up the scattered ashes into History's golden urn.
New occasions teach new duties; Time makes ancient good
uncouth;
They must upward still, and onward, who would keep abreast
with Truth,
Lo, before us gleam her camp-fires, we ourselves must Pil-
grims be,
Launch our Mayflower, and steer boldly through the desper-
ate winter sea,
Nor attempt the Future's portal with the Past's blood-rusted
key.

LIFE'S MIRROR

"There are loyal hearts, there are spirits brave,
There are souls that are pure and true;
Then give to the world the best you have,
And the best shall come back to you.

"Give love, and love to your hearts will flow,
A strength in your utmost need;
Have faith, and a score of hearts will show
Their faith in your word and deed.

"For life is the mirror of king and slave,
'Tis just what you are and do;
Then give to the world the best you have,
And the best will come back to you."

THE NEW ARISTOCRACY

Charles M. Schwab

From Young American Readers by permission of John C. Winston Co.

The aristocracy of the future will not be the aristocracy of birth or wealth, but of men who serve, who do things for their country and their fellowmen. The great prize to be won by men of ambition to-day is not money, but recognition as members of the aristocracy of service; this aristocracy that is open to every man, instead of the old dead and gone aristocracy that was open to those of particular birth or great wealth.

"LIBERTY AND UNION"

Daniel Webster

Let my last feeble, lingering glance behold the gorgeous ensign of the republic, now known and honored throughout the earth, its arms and trophies streaming in their original luster; not a stripe erased or polluted, not a single star obscured—bearing for its motto not such miserable interrogatory as, What is all this worth? nor these other words of delusion and folly, Liberty first, and union afterwards; but everywhere, spread all over in characters of living light, blazing on all its ample folds as they float over the sea, over the land, and in every wind under the whole heavens, that other sentiments, dear to every true American heart—Liberty and Union now and forever, one and inseparable!

THE OATH OF THE ATHENIAN YOUTH

We will never bring disgrace to this, our city, by an act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will fight for the ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or to set them at naught; we will strive unceasingly to quicken the public's sense of civic duty. Thus in all these ways we will transmit this city not only not less but greater, better and more beautiful than it was transmitted to us.

HONOR THE FLAG

For your country, boy, and for that flag, never dream a dream but of serving her as she bids you, though the service carry you through a thousand hells. No matter what happens to you, no matter who flatters you or who abuses you, never look at another flag, never let a night pass but you pray God to bless that flag. Remember, boy, that behind all these men you have to deal with, behind officers and government, and people even, there is the Country Herself, your country, and that you belong to Her as you belong to your own mother. Stand by Her, boy, as you would stand by your mother.—Edward Everett Hale.

WHERE THE WEST BEGINS

Out where the handclasp's a little stronger,
Out where a smile dwells a little longer,
That's where the West begins;
Out where the sun is a little brighter,
Where the snows that fall are a trifle whiter,
Where the bonds of home are a wee bit tighter,
That's where the West begins.
Out where the skies are a trifle bluer,
Out where friendship's a little truer,
That's where the West begins;
Out where a fresher breeze is blowing,
Where there's laughter in every streamlet flowing,
Where there's more of reaping and less of sowing—
That's where the West begins.
Out where the world is in the making,
Where fewer hearts with despair are aching—
That's where the West begins;
Where there's more of singing and less of sighing,
Where there's more of giving and less of buying,
And a man makes friends without half trying,—
That's where the West begins. —Arthur Chapman.
Copied from Oklahoma "Days We Celebrate."

AMERICANISM

Theodore Roosevelt

I hold that in this country there must be a complete severance of Church and State; that public moneys shall not be used for the purpose of advancing any particular creed; and therefore that the public schools shall be nonsectarian and no public moneys appropriated for sectarian schools. As a necessary corollary to this, not only the pupils but the members of the teaching force and the school officials of all kinds must be treated exactly on a par, no matter what their creed; and there must be no more discrimination against Jew or Catholic or Protestant than discrimination in favor of Jew, Catholic or Protestant. Whoever makes such discrimination is an enemy of the public schools.

What is true of creed is no less true of nationality. There is no room in this country for hyphenated Americanism. When I refer to hyphenated Americans, I do not refer to naturalized Americans. Some of the very best Americans I have ever known were naturalized Americans, Americans born abroad. But a hyphenated American is not an American at all. This is just as true of the man who puts "native" before the hyphen as of the man who puts German or Irish or English or French before the hyphen. Americanism is a matter of spirit and of soul. Our allegiance must be purely to the United States. We must unsparingly condemn any man who holds any other allegiance. But if he is heartily and singly loyal to this Republic, then no matter where he was born, he is just as good an American as any one else.

The one absolutely certain way of bringing this nation to ruin, of preventing all possibility of its continuing to be a nation at all, would be to permit it to become a tangle of squabbling nationalities, an intricate knot of German-Americans, Irish-Americans, English-Americans, French-Americans, Scandinavian-Americans, or Italian-Americans, each preserving its separate nationality, each at heart feeling more sympathy with Europeans of that nationality than with the other citizens of the American Republic. The men who do not become Americans and nothing else are hyphenated Americans; and there ought to be no room for them in this country. The man who calls himself an American citizen and who yet shows by his actions that he is primarily the citizen of a foreign land, plays a thoroughly mischievous part in the life of our body politic. He has no place here, and the sooner he returns to the land to which he feels his real heart-allegiance, the better it will be for every good American. There is no such thing as a hyphenated American who is a good American. The only man who is a good American is the man who is an American and nothing else.

I appeal to history. Among the generals of Washington in the Revolutionary War were Greene, Putnam and Lee, who were of English descent; Wayne and Sullivan, who were of Irish descent; Marion, who was of French descent; Schuyler, who was of Dutch descent, and Muhlenberg and Herkimer, who were of German descent. But they were all of them Americans and nothing else, just as much as Washington. Carroll of Carrollton was a Catholic; Hancock a Protestant; Jefferson was heterodox from the standpoint of any orthodox creed; but these and all other signers of the Declaration of Independence stood on an equality of duty and right and liberty, as Americans and nothing else.

So it was in the Civil War. Farragut's father was born in Spain and Sheridan's father in Ireland; Sherman and Thomas were of English and Custer of German descent; and Grant came of a long line of American ancestors whose original home had been Scotland. But the Admiral was not a Spanish-American; and the Generals were not Scotch-Americans or Irish-Americans or English-Americans or German-Americans. They were all Americans and nothing else.

THE POOR VOTER ON ELECTION DAY

John Greenleaf Whittier

The proudest now is but my peer,
The Highest not more high;
Today, of all the weary year,
A king of men am I.
To-day alike are great and small,
The nameless and the known;
My palace is the people's hall,
The ballot-box my throne!
"Who serves to-day upon the list
Beside the served shall stand;
Alike the brown and wrinkled fist,
The gloved and dainty hand!
The rich is level with the poor,
The weak is strong to-day;
And sleekest broadcloth counts no more
Than homespun frock of gray.
"To-day let pomp and vain pretence
My stubborn right abide;
I set a plain man's common sense
Against the pedant's pride.
To-day shall simple manhood try
The strength of gold and land;
The wide world has not wealth to buy
The power in my right hand!"

THE SPIRIT OF AMERICAN CITIZENSHIP

Is there any place in God's world where it should be so easy for men to love one another for God's sake as here in the glorious United States of America, where every page of your history tells the story of some noble man or noble woman, who sacrificed all he or she held dear in life in order that you and I might be free and gloriously independent? Is there any land in God's great world that so cries out for brotherly love as this land of freedom, where every foot of the precious soil is fertilized with the blood of a martyr? Would you know your duty as American citizens? Then realize that every stone of the glorious temple of liberty is cemented to its fellow with the heart's blood of a patriot. Our forefathers reared up the glorious temple of liberty with pain and sacrifice and bloodshed, and they have left it to you and to me to put into that temple of liberty the spirit of brotherly love, the spirit of God, that there may not be a man or a woman or a child in all his temple of liberty, in all this land of freedom, that may not be truly free and intelligently happy. —Father Vaughan.

* * * *

Other recitations found in this bulletin may be used, e. g. "God Save Our President," the Recessional by Kipling, and "America's Creed." Any of the patriotic songs may be sung. See chapter on "Mock Election."

IN HONOR OF A GREAT SOUTH DAKOTAN



STATUE OF GENERAL W. H. H. BEADLE IN STATE CAPITOL
Donated by the school children of South Dakota.

SYLVAN LAKE, BEAUTY SPOT OF THE CONTINENT

IN HONOR OF A GREAT AMERICAN

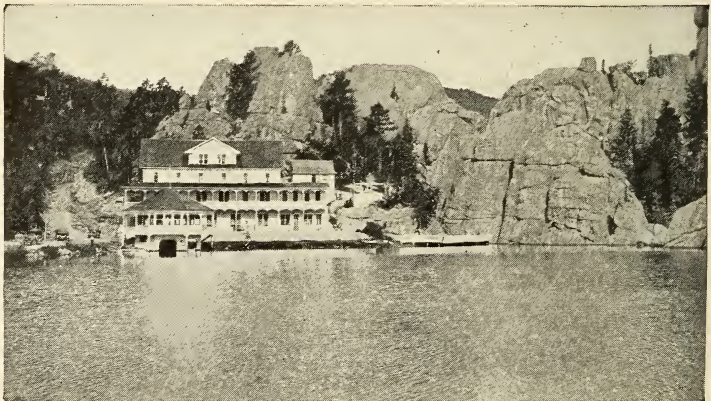


THE ROOSEVELT MONUMENT

On Mount Roosevelt, Overlooking Deadwood.

The first monument in the United States erected in honor of Roosevelt.

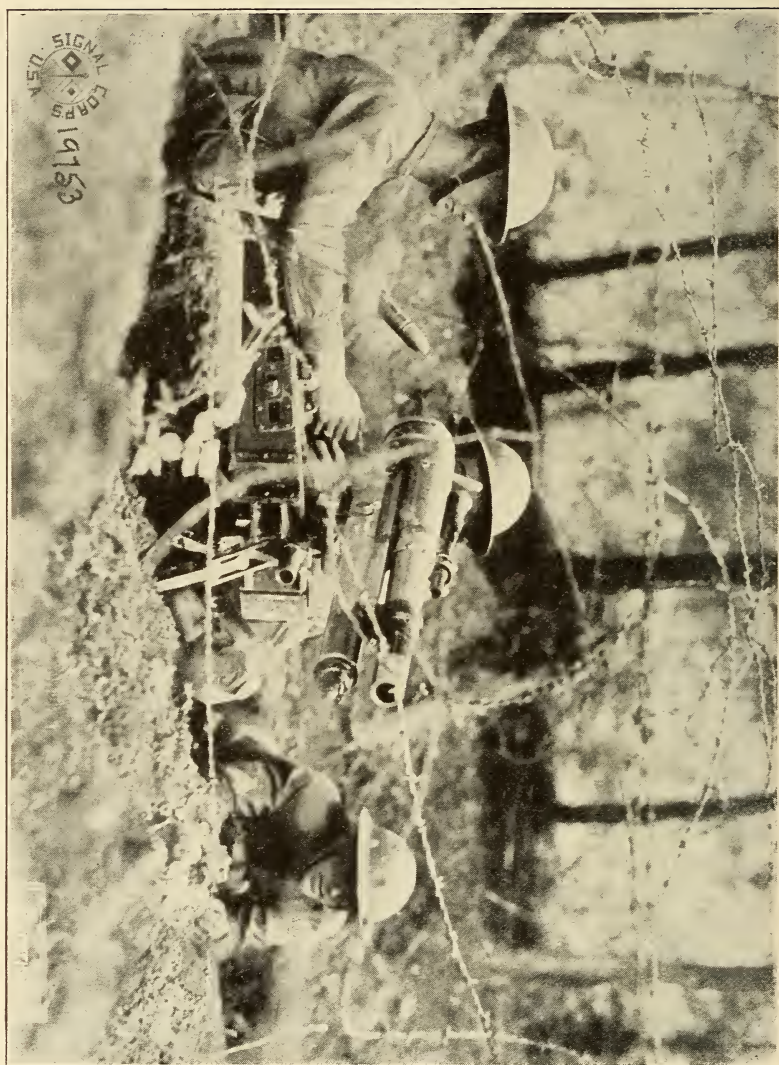
Theodore Roosevelt liked Deadwood and Deadwood liked Roosevelt so well that through the efforts of the late President's old companion, Captain Seth Bullock and other friends, a mountain above the city with a clear view of the country over which Roosevelt was wont to wander, has been named Mt. Roosevelt and on its crest has been erected a handsome concrete monument to the memory of the great American, a point that every tourist visits with more than passing pride.



SYLVAN LAKE, BEAUTY SPOT OF THE CONTINENT

FOURTEEN FACTS EVERY SOUTH DAKOTAN SHOULD KNOW

1. "Dakota" is an Indian name meaning "friend."
2. The correct nickname of our state is "The Sunshine State."
3. The motto of our state is "Under God the People Rule."
4. South Dakota's state flower is "The Pasque."
5. South Dakota's area is 77,650 square miles including water surface.
6. South Dakota's population is 635,000.
7. South Dakota's six largest cities (and their approximate populations) are: Sioux Falls, 25,000; Aberdeen, 15,000; Watertown, 9,200; Mitchell, 8,500; Huron, 8,300; Lead, 5,000.
8. The Black Hills region has some of the most beautiful scenery on the continent such as Spearfish Canyon and Sylvan Lake. Two of the most interesting formations in this country are the Bad Lands and Wind Cave.
9. The Homestake is said to be the greatest gold mine in the world.
10. We should know what and where the state institutions are.
11. We should know the historic dates listed as "Flag Days" and events commemorated.
12. The legislature, consisting of 45 senators and 103 representatives, meets in regular session at Pierre on the first Tuesday after the first Monday in January in odd-numbered years.
13. The legislature may propose an amendment to the constitution and the voters may ratify it at the next election by a majority vote of those voting on the question.
14. The biggest problems South Dakota has yet to solve are:—Improvement of its rural schools; consolidation. Improvement of its roads. Utilization of the hydro-electric power latent in the Missouri. Conservation of its soil; scientific farming. Conservation of its artesian water. Survey of its mineral and oil resources. Adequate financial provision for its state institutions. Adequate salaries for its state officers and county superintendents to insure capable officials.



AMERICAN SOLDIERS IN THE TRENCHES IN FRANCE

NOVEMBER 11—ARMISTICE DAY

This day is more than an American Special Day—it is a day that all liberty-loving nations celebrate. It is the one occasion on which we commemorate our heroes of the World War and at the same time recognize the devoted service of the soldiers of France, Great Britain, Belgium, Italy and the other allies. Every school should celebrate this day and invite the American Legion and all ex-service men to participate. A member of the local Legion post should be secured to give a talk on overseas service.

“WHY WE WENT TO WAR”

The right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts,—for democracy, for the right of those who submit to authority to have a voice in their own government, for the rights and liberties of small nations, for a universal domination of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.—Wilson, “War Message” (Delivered April 2, 1917.)

“AS THE TRUCKS GO ROLLIN’ BY”

(First Lieut. Lancelot Suckert, A. S. U. S. A.)

There’s a rumble an’ a jumble and a bumpin’ an’ a thud
As I wakens from my restless sleep here in my bed o’ mud,
 ‘N I pull my blanket tighter underneath my shelter fly,
 An’ I listen to the thunder o’ the trucks arollin’ by.

They’re jumpin’ an’ they’re humpin’ through the inky gloom
 o’ night,
 ‘N’ I wonder how them drivers see without a glim o’ light.
 I c’n hear the clutches roarin’ as they throw the gears in
 high,
 An’ the radiators boilin’ as the trucks go rollin’ by.

There’s some is dragging cannons, yuh c’n spot the sounds all
 right
The rumblin’ ones is heavies, an’ the rattly ones is light.
The clinkin’ shells is pointin’ up their noses at the sky,
 Oh, you c’n tell what’s passin’ as the trucks go rollin’ by.

But most of 'em is packin' loads o' human Yankee freight,
 That'll slam the ol' soft pedal ontuh Heinies' Hymn o' Hate,
 You c'n hear 'em singin' "Dixie," and the "Sweet Bye'n'
 Bye,"
 'N' "Where do We Go From Here, Boys?" as the
 trucks go rollin' by.

Some's singin' songs as, when I left, they wasn't even ripe,
 (A 'showin' 'at they's rookies wot aint got a service stripe),
 But jus' the same they're good ol' Yanks, and that's the
 reason why,
 I likes the jazz 'n' barber shop o' the trucks arollin' by.

Jus' God an' Gen'rul Pershing knows where these here birds
 'll light,
 Where them bumpin' trucks is bound for under camouflage
 o' night,
 When they can't take aero picturs with their Fokkers in
 in the sky,
 Of our changes o' location by the trucks arollin' by.

So altho' my bed is puddles and I'm soaked through to the
 hide,
 My heart's out with them doughboys on their bouncin',
 singin' ride,
 They're bound for paths o' glory, or, p'raps, to fight
 an die,—
 God bless that Yankee cargo in the trucks arollin' by.

LETTERS TO SORROWING FRIENDS

A German woman who had lost nine sons in the war received a letter from Kaiser Wilhelm which may properly be compared with the letter President Lincoln wrote to Mrs. Bixby during the Civil War in America.

THE KAISER'S LETTER

"His Majesty the Kaiser hears that you have sacrificed nine sons in defense of the Fatherland in the present war. His Majesty is immensely gratified at the fact, and in recognition is pleased to send you his photograph, with frame and autograph signature."

Frau Meter, who received the letter, has now joined the street beggars in Delmenhors-Oldenburg, to get a living.

LINCOLN'S LETTER

Dear Madam—I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom."

A MESSAGE FROM A FRENCH SCHOOL GIRL

"It was only a little river, almost a brook; it was called the Yser. One could talk from one side to the other without raising one's voice, and the birds could fly over it with one sweep of their wings. And on the two banks there were millions of men, the one turned toward the other, eye to eye. But the distance which separated them was greater than the stars in the sky; it was the distance which separates right from injustice.

"The ocean is so vast that the sea gulls do not dare to cross it. During seven days and seven nights the great steamships of America, going at full speed, drive through the deep waters before the lighthouses of France come into view; but from one side to the other hearts are touching."

THE MOTHER OF A SOLDIER

Folger McKinsey, in Baltimore News.

The mother of a soldier—hats off to her, I say.
The mother of a soldier who has gone to face the fray;
She gave him to her country, with a blessing on his head;
She found his name this morning in the long list of the dead;
"Killed—Sergeant Thomas Watkins, while leading on the rest,
A Bible in his pocket and a portrait on his breast!"

The mother of a soldier—she gave him to her land;
She saw him on the transport as he waved his sunbrowned hand;
She kissed him through the teardrops and she told him to be brave;
Her prayers went night and morning with her boy upon the wave.

The mother of a soldier—her comfort and her joy,
 She gave her dearest treasure when she gave her only boy;
 She saw the banners waving, she heard the people cheer;
 She clasped her hands, and bravely looked away to hide a tear.

The mother of a soldier—ah! cheer the hero deed
 And cheer the brave who battle 'neath the banner of their
 creed;

But don't forget the mothers through all the lonely years,
 That fight the bravest battles on the sunless field of tears.

Nay, don't forget the mothers—the mothers of our men,
 Who see them go and never know that they'll come back
 again;

That give them to their country to battle and to die,
 Because the bugles call them and the starry banners fly.

The mother of the soldier—hats off to her, I say!
 Whose head is bowed in sorrow with its tender locks of gray.
 She gave without regretting, though her old heart sorely bled
 When she found his name this morning in the long list of
 the dead:

"Killed—Sergeant Thomas Watkins, while leading on the rest,
 His dear old mother's portrait clasped upon his hero breast!"

KANSAS TO ALABAMA

Are you there, are you there, Alabam?

There seems to be a lot of trouble coming.

There's music in the air, Alabam,—

The music of the fife and the drumming.

Be my pard, be my pard,

And we'll fight them mighty hard. Alabam.

Our old war made it plain, Alabam,

We neither one was lacking spunk or mettle.

This little round with Spain, Alabam,

Will have a question I would like to settle.

Can you march day and night

And outfight me in the fight. Alabam?

If you should, if you should, Alabam,

My sunflower on your bosom I'll be pinning;

Might feel sore—but I would, Alabam—

I'd honor both the hero and the winning.

Here's to you, here's to you,

And to what we both can do. Alabam.

ALABAMA TO KANSAS

Bet your life, bet your life, Kansas boy,
The Yankee and the Johnnie are for Cuba.
Just hail me with your fife, Kansas boy;
I'll answer with my Alabama tuba.
Count me in, count me in,
I am eager to begin. Kansas boy.

Here's my hand, here's my hand, Kansas boy,
The cotton-bloom to sunflower sends greeting
On the ocean and the land, Kansas boy,
Soon the grandees and the dons we'll be meeting,
North and South, heart to heart,
Nevermore will fight apart. Kansas boy.

Get your flag, get your flag, Kansas boy,
If you fall I will anchor it in glory;
'Tis not for me to brag, Kansas boy—
I fought it once—but that's another story.
Light is come, wrong is past,
Now I'm Union to the last. Kansas boy.
—The School Exchange.

IN FLANDERS FIELDS

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks still bravely singing fly,
Scarce heard amidst the guns below.

We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
in Flanders fields.

Take up our quarrel with the foe,
To you from falling hands we throw
The Torch—be yours to hold it high;
If ye break faith with us who die,
We shall not sleep, though poppies grow
in Flanders fields.

—Lieut. Col. John D. MacCrae.

AMERICA'S ANSWER

Rest ye in peace, ye Flanders dead.
The fight that ye so bravely led
We've taken up. And we will keep
True faith with you who lie asleep
With each a cross to mark his bed,
And poppies blowing overhead,
Where once his own life blood ran red.
So let your rest be sweet and deep
In Flanders fields.

Fear not that ye have died for naught.
The torch ye threw to us we caught.
Ten million hands will hold it high,
And Freedom's light shall never die!
We've learned the lesson that ye taught
In Flanders fields.

—R. W. Lillard.

YE ARE NOT DEAD

In Flanders still the poppies grow
Among the crosses, bending low,
On fragile stems, their cups of red
Like censers swinging o'er the dead
That fell short days ago.

Ye are not dead! If it were so
We that abide could never go
As blithely marching by your bed
In Flanders fields.

Because your bodies lie below,
Above, with an intenser glow,
The Torch moves on; in your brave stead
Men dare to bleed as ye have bled—
That larks may sing, and poppies blow
In Flanders fields.

—Frank E. Hering.

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, and for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States, a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

—William Tyler Page.

“WE ARE HERE, LAFAYETTE.”

With uncovered heads, with solemn but radiant faces, hearts bowed with grief but filled with hope, a little group stood at the tomb of the Marquis de Lafayette. They were statesmen and soldiers with flowers. Gen. Jack Pershing was the spokesman.

“Nouis voici, Lafayette.”

That is all he said. Literally:

“We are here, Lafayette.”

The oration was finished. Its eloquence will resound through the ages. It was enough.

THE ANXIOUS DEAD

By John McCrae

O guns, fall silent till the dead men hear
Above their heads, the legions pressing on:
(These fought their fight in time of bitter fear
And died not knowing how the day had gone.)

O flashing muzzles, pause, and let them see
The coming dawn that streaks the sky afar:
Then let your mighty chorus witness be
To them, the Caesar, that we still make war.

Tell them, O guns, that we have heard their call,
That we have sworn and will not turn aside,
That we will onward till we win or fall,
That we will keep the faith for which they died.

Bid them be patient, and some day, anon
They shall feel earth enwrapt in silence deep
Shall greet, in wonderment, the quiet dawn,
And in content may turn them to their sleep.

Other good recitations for Armistice Day are: "The Peace Maker" by Joyce Kilmer, "Mystic Meaning of the Flag" Sumner, "Old Glory" by Riley. The following songs are appropriate: Keep the Home Fires Burning, There's a Long, Long, Trail A-Winding, Battle Hymn of the Republic, Columbia, the Gem of the Ocean, Tipperary (the English Soldiers War Song), Marseillaise, The Yanks are Coming, Smiles.

SOUTH DAKOTA IN THE WORLD WAR

Volunteer Enlistments	10,268
Selective Draft	21,517
Navy and Marine	1,006

Total in service	32,791
Total registration in the three selective drafts	141,248.

Casualties

Killed in action	160
Died of wounds	53
Died over seas, disease and other causes	161
Died in American camps	187
Missing and prisoners	71

Total casualties	952
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The above casualties were those reported in the Official Bulletin. There are known to have been others.

War Activities

Bonds purchased—

First loan	\$ 3,923,000
Second loan	12,864,000
Third loan	31,443,000
Fourth loan	35,642,000
Fifth, (Victory)	24,832,000
War Savings, 1918	12,396,000

Total	\$121,100,000
Contributed to Red Cross	\$2,806,000
Y. M. C. A. Before fall of 1918	557,000
War Activities (United War Work) 1918	1,167,000
Other activities (approx.)	170,000

\$4,000,000

Submitted by

DOANE ROBINSON,

State Historian.

NOVEMBER 25—THANKSGIVING DAY**DECEMBER 21—GRANDFATHER'S DAY**

The program suggested may be presented either on Thanksgiving or December 21. In either event it should receive special attention this year, the 300th anniversary of the landing of the Pilgrims and of the first legislative assembly. Special suggestions, prepared by the University of New York, will be sent on request. No teacher should allow this year to pass by without impressing upon pupils the priceless heritage which the Pilgrims were instrumental in establishing in America.

"THE SCHOOLHOUSE FLAG"

In cities and in villages, in country districts scattered wide,
Above the schoolhouse door it floats—a thing of beauty and
pride;
The poorest child, the richest heir—'tis their's in common to
adore,
For 'tis their flag that proudly floats—the flag above the
schoolhouse door!

What does it mean, O careless boy, O thoughtless girl at
happy play?
Red for the blood your fathers shed on some far-off eventful
day—
White for the loyalty and faith of countless women who fore-
bore
To mourn, but gave their all to save the flag above the school-
house door.

And blue—sweet hope's ethereal blue—the color of true
loyalty—
Red, white and blue, united in one grand, harmonious trinity!
'Tis yours to love! 'tis yours to serve! 'tis yours to cherish
evermore!
God keep it ever floating there—the flag above the school-
house door!

—Harriet C. LeRoy in *Youth's Companion*.

THE COMPACT OF THE PILGRIM FATHERS

Made on Board the "Mayflower" before landing at Plymouth in 1620. This agreement became the basis for civil government in America.

In ye name of God, Amen. We whose names are under-written, the loyal subjects of our dread soveraigne Lord, King James, by ye grace of God, of great Britaine, France, and Ireland king, defender of ye faith, etc., having undertaken for the glory of God, and advancement of ye Christian faith and honour of our king and countrie, a voyage to plant ye first colonie in ye Northerne parts of Virginia, doe by these presents solemnly and mutuallly in the presence of God, and one of another, covenant, and combine ourselves together into a civill body politick; for our better ordering, and preservation and furtherance of ye ends aforesaid; and by vertue hereof to enacte, constitute, and frame just and equall laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most mete and convenient for ye generall good of ye Colonie, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cap-Codd ye 11 of November in ye year of the raigne of our soveraigne Lord, King James, of England, France, and Ireland, ye eighteenth, and of Scotland ye fiftie-fourth.

Anno Dom. 1620.

In Witness whereof we have caused these our Letters to be made Patents; Witness Ourselves at Westminster, ye tenth Day of April, in ye fourth Year of our Reign of England, France, and Ireland, and of Scotland the nine and thirtieth.

RECESSIONAL

Rudyard Kipling

God of our fathers, known of old—
Lord of our far-flung battle-line—
Beneath Whose awful Hand we hold
Dominion over palm and pine—
Lord God of Hosts, be with us yet,
Lest we forget—Lest we forget!

The Tumult and the shouting dies—
The captains and the kings depart—
Still stands Thine ancient Sacrifice,
An humble and a contrite heart.
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

Far-called our navies melt away—
On dune and headland sinks the fire—
Lo, all our pomp of yesterday
Is one with Ninevah and Tyre!
Judge of the Nations, spare us yet,
Lest we forget—lest we forget!

If, drunk with sight of power, we loose
Wild tongues that have not Thee in awe—
Such boastings as the Gentiles use
Or lesser breeds without the Law—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

WHAT MAKES A NATION?

U. D. Nesbit

What makes a nation? Bounding lines that lead from shore
to shore,
That trace its girth in silent hills or on the prairie floor,
That hold the rivers and the land and all the field between—
The lines that stand about the land a barrier unseen?

Or is it guns that hold the coast, or ships that sweep the seas,
The flag that flaunts its glory in the racing of the breeze;
The chants of peace, or battle hymn, or dirge, or victor's song,
Or parchment screed, or storied deed, that makes a nation
strong?

What makes a nation? Is it ships or states or flags or guns?
Or is it that great common heart which beats in all her sons—
That deeper faith, that truer faith, the trust in one for all
Which sets the goal for every soul that hears his country's
call?

This makes a nation great and strong and certain to endure,
This subtle inner voice that thrills a man and makes him sure;
Which makes him know there is no north or south or east
or west,
But that his land must ever stand the bravest and the best.

LIVE A LITTLE

Douglas Malloch

Give a little, live a little, try a little mirth;
Sing a little, bring a little happiness to earth;
Smile a little, while a little idleness away;
Care a little, share a little of your holiday.

Play a little, pray a little, be a little glad;
Rest a little, jest a little if a heart is sad;
Spend a little, send a little to another's door—
Give a little, live a little, love a little more!

The following would be appropriate.

Recitation: Give us Strong Men; The May Flower (in Delineator May, 1920); Landing of the Pilgrims; When the Frost is On the Pumpkin; Old Flag by Hubbard Parker; Out Where the West Begins.

Essays: The Coming of the Pilgrims, First Legislative Assembly.

Games for Intermissions: Double Ball and Follow My Leader.

DECEMBER 25—CHRISTMAS

No day means more to the children than Christmas and the teacher who recognizes this, greatest of holidays, on the day before vacation will seem a little more "human" to the pupils. For several days previous the reading matter should relate to Christmas; Dickens Christmas Carol, The Bird's Christmas Carol, St. Nicholas and other master-pieces of literature bear on this festival.

If "Grandfathers Day," December 21, is celebrated, it might be combined with the Christmas celebration. Many books for Christmas entertainments costing only a small sum, are available; consequently only a few selections are given here. The re-arrangement and decoration of the room are especially important for a Christmas celebration.

The celebration of Christmas is entirely proper in the public schools. America is a christian nation. The Creator is recognized in the Declaration of Independence. Each house of Congress opens its daily works with prayer. Each year the President issues a Thanksgiving proclamation. Our courts require witnesses to take an oath before giving testimony unless they have religious scruples. All government officials must take an "oath of office" in which the Creator is recognized. Christmas is a legal holiday in every state in the Union. Some of the greatest thoughts of our great statesmen recognize a Supreme Being. If there are Jewish children in school, care should be taken not to hurt their feelings, for religious toleration is an outstanding Americanism. Instead of offending our Jewish friends, a little tact may lead them to look upon the Christmas celebration with inherent racial pride—for the great characters in the Bible belonged to the Hebrew race.

THE FIRST CHRISTMAS EVE

It was midnight on the hilltop, and the fire was dim and low,
While the weary shepherds slumbered round the embers,
dying glow,

When a light shone round about them, brighter far than light
of day,

And they saw an angel standing in its pure and living ray,
He was dressed in white apparel and his face was gravely
sweet,

And he spoke unto them gently as they bowed them at his
feet.

"Fear ye not," for they were troubled: "news of peace and
joy I bring;

For to-night in David's city, Christ is born, your Lord and
King."

As he spoke, adown the heavens, borne as on the ocean's
swell,

Angel forms came floating nearer, angel voices rose and fell;
"Unto God the highest glory. Peace on earth. To men good
will,"

Pealed the anthem, that triumphant echoes down the ages
still.

As the angel vision vanished and the song grew faint and far,
Clear and radiant in the heavens steadfast shone the guiding
star;

Then they travelled on and onward till they reached a lonely
shed

Where the King of all the nations in a manger laid his head,
And the night was hushed and holy, while the star shone over
them,

And the angel song rang softly, "Christ is born in Bethle-
hem!"

Nineteen hundred years have fled since the shepherds
heard that song,

Since Judea's hills were brightened by the presence of that
throng;

But adown the distant ages, when the Christmas time draws
near,

And our hearts and homes are brightened with the Christmas
warmth and cheer—

When our hearts with love grow warmer as the light glows
in a gem—

Softly steals the angel's message "Christ is born in Bethle-
hem!"

—From Special Day Programs and Selections
for the Schools of Michigan—P. 41.

CANADA AND THE UNITED STATES

(Sometime, maybe 10, 100 or 1,000 years from now people will look back to our age and wonder how people claiming to be civilized and Christian could carry on such a merciless war as that which was forced upon the world in 1914. In the sad record of our time, there will be one bright spot—Canada and the United States. There is not a gun along the 3000 miles of international boundary line, not a war ship on the great lakes. The world can have lasting peace when it is willing to follow the example of the United States and Canada.)

Let politicians talk their fill,
And papers print what papers will,
The common folk on either side
Of the invisible divide—
Canadian, United States—
Are providential working mates.

Each with a continental task,
A neighbor's helping hand we ask.
Each under heavy burdens bent,
We ask a friend's encouragement.
Each holding Britain mother-dear
We ask a brother's living cheer.

Three thousand miles without a fort
What confidence does that import!
Upon the lakes that wash each shore
There's not a single ship-of-war!
And now with amity's increase,
A blessed century of peace!

Both are the heirs of boundless wealth,
And of a sturdy nation-health.
We both extend our welcoming hands
To honest poor of other lands.
The same high hope of splendid growth
And world-wide service move us both.

Now on our lengthened border-line
We give but one glad countersign—
This: "Who goes there?" "A friend! A friend!"
Be it the same till time shall end—
And let us to all nations prove
That nations can as brothers love.

—Amos R. Wells in Youths Companion.

A HYMN OF PEACE

Angel of Peace thou hast wandered too long!
Spread thy white wings to the sunshine of love!
Come while our voices are blended in song—
Fly to our ark like the storm-beaten dove!
Fly to our ark on the wings of the dove—
Speed o'er the far-sounding billows of song,
Crowned with thine olive-leaf garland of love,—
Angel of peace, thou hast waited too long!

Joyous we meet, on this altar of thine
Mingling the gifts we have gathered for thee,
Sweet with the odors of myrtle and pine,
Breeze of the prairie and breath of the sea,—
Meadow and mountain and forest and sea,—
Sweet is the fragrance of myrtle and pine,
Sweeter in the incense we offer to thee,
Brothers, once more this altar of thine!

Angels of Bethlehem, answer the strain!
Hark! a new birth-song is filling the sky!—
Loud as the storm-wind that tumbles the main
Bid the full breath of the organ reply,—
Let the loud tempest of voices reply,—
Roll its long surge like the earth-shaking main!
Swell the vast song till it mounts to the sky!—
Angels of Bethlehem, echo the strain!

—Oliver Wendell Holmes.

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A PRAYER FOR THE NATION

“O Lord, our God, Thy mighty hand
Hath made our country free;
From all her broad and happy land
May worship rise to Thee;
Fulfill the promise of her youth,
Her liberty defend;
By law and order, love and truth,
America befriend.

The strength of every state increase
In union's golden chain;
Her thousand cities fill with peace,
Her million fields with grain;
The virtues of her mingled blood
In one new people blend;
By unity and brotherhood,
America befriend.

Through all the waiting land proclaim
The gospel of good-will;
And may the joy of Jesus' name
In every bosom thrill.

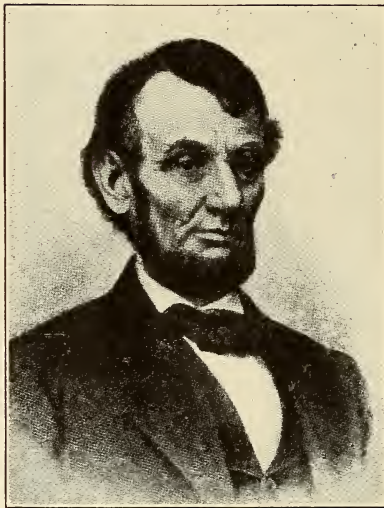
O'er hill and vale, from sea to sea,
They holy reign extend;
By faith and hope and charity,
America befriend.

—Henry Van Dyke,
From the Grand Army Flag Day.

BROTHERHOOD IN AMERICA

Remember that in this land of ours all the races, all the peoples, all the faiths of the world, are being brought together and are being fused into one great and indivisible whole, as if to prove that, if men will but come near enough together to know one another, whatever their nationality, their race, their religion, hatred and ill-will and prejudice and all uncharitableness are sure to pass away. Herein let America pioneer. Our country seems destined in the Providence of God to be the meeting place of all the peoples, to be the world's experimental station in brotherhood—all of us learning that other nations are not barbarians, that other races are not inferior, that other faiths are not Godless.

Stephen S. Wise.



ABRAHAM LINCOLN

FEBRUARY 12—LINCOLN'S BIRTHDAY

As time passes, Lincoln is more generally accepted as the best example of the ideals, opportunities, life and spirit of America. There seems little doubt, at least in the West, that Lincoln is the most potent character in history in molding the aspirations, ideals and life of young Americans. Every school should have his picture with that of Washington on its walls; and certainly either February 12 or 22 should be observed each year with appropriate exercises in all our schools.

"LINCOLN"

From out of the strong, young West he came,
In those warlike days of yore,
When Freedom's cry had reached the sky
And rung from shore to shore.

He knew the world was watching him;
He heard the words of scorn;
He felt the weight of a severed state
By cruel rebellion torn.

By calling on Jehovah,
He seized his mighty pen
And, with a stroke, the chains he broke
From a million bonded men.

He was a dauntless leader,
As among the host he moved,
And he gave his life in the time of strife
To save the cause he loved.

—Edgar MacLaren Swan.
From "Washington and Lincoln"

O CAPTAIN! MY CAPTAIN!

Walt Whitman

O Captain! My Captain! our fearful trip is done,
 The ship has weather'd every rack, the prize we sought is won
 The port is near, the bells I hear, the people all exulting,
 While follow eyes the steady keel, the vessel grim and daring;
 But O heart! heart! heart!

O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
 Rise up—for you the flag is flung—for you the bugle trills,
 For you bouquets and ribbon'd wreaths—for you the shores
 a-crowding,

For you they call, the swaying mass, their eager faces turn-
 ing;

Here Captain! dear father!
 This arm beneath your head!
 It is some dream that on the deck,
 You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
 My father does not feel my arm, he has no pulse nor will,
 The ship is anchor'd safe and sound, its voyage closed and
 done,

From fearful trip the victor ship comes in with object won;

Exult O shores, and ring O bells;
 But I with mournful tread,
 Walk the deck—my Captain lies,
 Fallen cold and dead.

DO SOMETHING

Do something for somebody, somewhere
 While jogging along life's road;
 Help some one to carry his burden,
 And lighter will grow your load.
 Do something for somebody gladly,
 'Twill sweeten your every care;
 In sharing the sorrows of others,
 Your own are less hard to bear.
 Do something for somebody, striving
 To help where the way seems long;
 And the homeless hearts that languish
 Cheer up with a little song.
 Do something for somebody always,
 Whatever may be your creed—
 There's nothing on earth can help you
 So much as a kindly deed. —J. S. Cutler.

FROM THE FIRST INAUGURAL ADDRESS

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to "preserve, protect, and defend it."

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battle-field and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union when again touched, as surely they will be, by the better angels of our nature.—A. Lincoln, "Illinois One Hundredth Anniversary."

FROM THE SECOND INAUGURAL ADDRESS

Fondly do we hope—fervently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said, "The judgments of the Lord are true and righteous altogether."

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.—A. Lincoln "Illinois One Hundredth Anniversary."

* * * *

Recitations:—Sheridan's Ride, The Brave at Home, Gettysburg Address, Why Should the Spirit of Mortal be Proud (Lincoln's favorite poem), "A Man's a Man"—Burns.

Readings:—A Soldiers Reprieve, Character Sketch of Lincoln—Found in The Crisis by Churchill, Stories Told by and About Lincoln, Quotations from Lincoln.

FEBRUARY 22—BIRTHDAY OF WASHINGTON**FEBRUARY 22—BIRTHDAY OF LOWELL**

The World War has revived interest in Washington. Some two million Americans have visited the Homeland of his friend, Lafayette, and recalled the dark days of the Revolution when Washington was the inspiration of our struggling nation. General Pershing's short speech at the tomb of the young French Nobleman who came to help us, "Lafayette, we are here," stirred all America. Then too, the serious problems of today prompt thousands to read again Washington's Farewell Address. An observance of Washington's birthday may be very closely connected with present day events and problems.

TRIBUTE TO WASHINGTON

Lord Byron, English Poet

Where may the wearied eye repose
When gazing on the great,
Where neither guilty glory glows,
Nor despicable state!

Yes, one,—the first, the last, the best,
The Cincinnatus of the West,
Whom envy dared not hate,—
Bequeathed the name of Washington,
To make men blush there was but one!

AMERICA FOR ME

Henry Van Dyke

'Tis fine to see the old world and travel up and down
Among the famous palaces and cities of renown,
To admire the crumbly castles and statues of the kings,—
But now I think I've had enough of antiquated things.

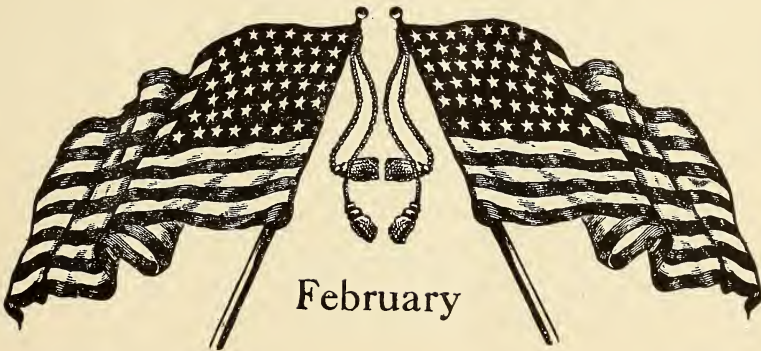
So it's home again, and home again, America for me!
My heart is turning home again, and there I long to be,
In the land of youth and freedom beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town with power in the air;
And Paris is a woman's town with flowers in her hair;
And It's sweet to dream in Venice, and it's great to study
Rome;
But when it comes to living there is no place like home.

I like the German fir-woods, in green battalions drilled;
I like the garden of Versailles with flashing fountains filled;
But, Oh, to take your hand, my dear, and ramble for a day
In the friendly western woodland where Nature has her way!

I know that Europe's wonderful, yet something seems to lack;
The Past is too much with her, and the people looking back,
But the glory of the Present is to make the Future free,—
We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me!
I want a ship that's westward bound to plough the rolling sea,
To the blessed Land of Room Enough beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.



NOBILITY

Alice Cary

True worth is in being, not seeming—
In doing each day that goes by
Some little good—not in the dreaming
Of great things to do by and by.
For whatever men say in blindness,
And in spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

We get back our mete as we measure—
We cannot do wrong and feel right,
Nor can we give pain and gain pleasure,
For justice avenges each slight.
The air for the wing of the sparrow,
The bush for the robin and wren,
But always the path that is narrow
And straight for the children of men.

'Tis not in the pages of story
The heart of its ills to beguile,
Though he who makes courtship to glory
Gives all that he hath for her smile.
For when from her heights he has won her
Alas! it is only to prove
That nothing's so sacred as honor,
And nothing so loyal as love.

We cannot make bargains for blisses
Nor catch them like fishes in nets;
And sometimes the thing our life misses,
Helps more than the thing which it gets.
For good lieth not in pursuing
Nor gaining of great nor of small,
But just in the doing, and doing
As we would be done by, is all.

Through envy, through malice, through hating,
Against the world early and late,
No jot of our courage abating—
Our part is to work and to wait.
And slight is the sting of his trouble
Whose winnings are less than his worth;
For he who is honest is noble,
Whatever his fortunes or birth.
—By permission of Houghton Mifflin Co.

THE STAR IN THE WEST

Eliza Cook (English Poet)

There's a star in the West, that shall never go down,
Till the records of valor decay;
We must worship its light, though it is not our own,
For liberty burst in its ray.
Shall the name of a Washington ever be heard
By a freeman, and thrill not his breast?
Is there one out of bondage, that hails not the word
As the Bethlehem star of the West?

"War, war to the knife! be enthralled or ye die,"
Was the echo that woke in his land;
But it was not his voice that promoted the cry,
Nor his madness that kindled the brand.
He raised not his arm, he defied not his foes.
While a leaf of the olive remained;
Till goaded with insult, his spirit arose
Like a long-baited lion unchained.

He struck with firm courage the blow of the brave,
But sighed o'er the carnage that spread;
He indignantly trampled the yoke of the slave,
But wept for the thousands that bled.
Though he threw back the fetters, and headed the strife,
Till man's charter was fairly restored;
Yet he prayed for the moment when freedom and life
Would no longer be pressed by the sword.

Oh! his laurels were pure, and his patriot-name
In the page of the future shall dwell,
And he is seen in all annals, the foremost in frame,
By the side of a HOFER and TELL.
Reville not my song, for the wise and the good
Among Britons have nobly confessed,
That his was the glory, and ours was the blood
Of the deeply-stained field of the West.

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CROWN OUR WASHINGTON

Oliver Wendell Holmes

Arise! 'tis the day of our Washington's glory,
 The garlands uplift for our liberties won,
 Oh sing in your gladness his echoing story,
 Whose sword swept for freedom the fields of the sun!

Not with gold, not with gems,
 But with evergreens vernal,
 And the Banners of stars that the continent span
 Crown, crown we the chief of the heroes eternal,
 Who lifted his sword for the birthright of man!

He gave us a nation to make it immortal;
 He laid down for freedom the sword that he drew,
 And his faith leads us on through the uplifting portal,
 Of the glories of peace and our destinies new.

Not with gold, not with gems,
 But with evergreens vernal,
 And the flags that the nations of liberty span,
 Crown, crown him the chief of the heroes eternal,
 Who laid down his sword for the birthright of man!

Lead, Face of the Future, serene in thy beauty,
 Till o'er the dead heroes the peace star shall gleam,
 Till Right shall be Might in the counsels of duty,
 And the service of man be life's glory supreme.

Not with gold, not with gems,
 But with evergreens vernal,
 And the flags that the nations in brotherhood span,
 Crown, crown we the chief of the heroes eternal,
 Whose honor was gained by his service to man!

O Spirit of Liberty, sweet are thy numbers!
 The winds to thy banners their tribute shall bring,
 While rolls the Potomac where Washington slumbers,
 And his natal day comes with the angels of spring.

We follow thy counsels,
 O hero eternal!
 To highest achievement the school leads the van,
 And, crowning thy brow with the evergreens vernal,
 We pledge thee our all to the service of man!

—By permission of Houghton Mifflin Co.

Other numbers recommended are:

Dramatization of Washington's Farewell to his Officers.
 Essays:—Lafayette, The Friend of Washington, Life of
 Washington.

Reading: Death of Benedict Arnold.

Stories of Washington: Washington at Valley Forge.

MARCH 4, 1921—INAUGURAL DAY

IF

Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting, too,
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or, being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with triumph and disaster
And treat those two impostors just the same,
If you can bear to hear the word you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with wornout tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,
And never breathe a word about your loss;
If you can force your heart and brain and sinew
To serve their turn long after they are gone,
And so to hold on when there is nothing in you
Except the will which says to them "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch;
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds worth of distance run—
Yours is the earth and every thing that's in it,
And—which is more—you'll be a man, my son.

GOD SAVE OUR PRESIDENT

Frances DeHayes Janvier
All hail! Unfurl the stripes and Stars!
The banner of the free!
Ten times ten thousand patriots greet
The shrine of Liberty!
Come with one heart, one hope, one aim.
An undivided band,
To elevate, with solemn rites,
The ruler of our land!

Not to invest a potentate
With robes of majesty,—
Not to confer a kingly crown,
Nor bend a subject knee.
We bow beneath no sceptered sway,
Obey no royal nod;—
Columbia's sons, erect and free,
Kneel only to their God!

Our ruler boasts no titled rank,
No ancient princely line,—
No regal right to sovereignty,
Ancestral and divine.
A patriot,—at his country's call,
Responding to her voice;
One of the people,—he becomes
A sovereign by our choice!

And now, before the mighty pile
We've reared to Liberty,
He swears to cherish and defend
The charter of the free!
God of our Country! seal his oath
With Thy supreme assent.
God save the Union of the States!
God save our President.



BIG STONE LAKE IN GRANT COUNTY

ARBOR DAY—APRIL

The observance of Arbor Day is yearly becoming more important. Our forests are being depleted, not only by lumbermen but also by forest fires; as a consequence floods are more frequent, lumber prices are higher, and home-building is retarded. Trees attract birds and birds are the farmers' friends; an appreciative study of birds is an important feature of Arbor Day exercises. The good roads movement is making rapid headway in South Dakota now and can well be emphasized on Arbor Day. Cleaning up the school grounds is a very practical lesson in sanitation and also community civics. Arbor Day is the one day of the school year which fosters exercises prompting emotional response to appeals for appreciation of dumb life: trees, flowers, birds, domestic animals. Arbor Day helps us to understand the language of Nature, see its myriad beauties, and appreciate its ingenious ways of helping us. The teacher cannot afford to waste such an opportunity by spending all the day on grammar, spelling, writing or any other "regular" school exercise. We repeat that an observance of special days by appropriate exercises intensifies and improves school work; time is "wasted" only by those who ignore these special opportunities to teach effective lessons.



JIM RIVER NEAR MITCHELL

NEIGHBOR MINE

There are barrels in the hallways,
Neighbor mine,
Pray be mindful of them always,
Neighbor mine.
If you're not devoid of feeling,
Quickly to those barrels stealing,
Throw in each banana peeling,
Neighbor mine.

Do not drop the fruit you're eating,
Neighbor mine,
On the sidewalk, sewer or grating,
Neighbor mine.
But lest you and I should quarrel,
Listen to my little carol;
Go and toss it in the barrel,
Neighbor mine.

Look! whene'er you drop a paper,
Neighbor mine,
In the wind it cuts a caper,
Neighbor mine.
Down the street it madly courses,
And should fill you with remorse
When you see it scare the horses,
Neighbor mine.

Paper cans were made for papers,
Neighbor mine;
Let's not have this fact escape us,
Neighbor mine.
And if you will lend a hand
Soon our city dear shall stand
As the cleanest in the land,
Neighbor mine.

From "Town and City"
By permission of Ginn & Co.



THE BALTIMORE ORIOLE CARRYING YOLK OF
EGG TO HIS YOUNG



WILSON'S BLUEBIRD

FOREST SONG

Prof. W. H. Venable

A song for the beautiful trees,
A song for the forest grand,
The pride of His centuries,
The garden of God's own hand.
Hurrah for the kingly oak,
The maple, the forest queen,
The lords of the emerald cloak,
The ladies in living green.

For the beautiful trees a song,
The peers of a glorious realm,
So brave, and majestic, and strong,
The linden, the ash and the elm.
Hurrah for the beech tree trim,
The hickory staunch at core,
The locust so thorny and grim,
And the silvery sycamore.

So long as the rivers flow,
So long as the mountains rise,
And shelter the earth below,
May the forest sing to the skies.
Hurrah! for the beautiful trees,
Hurrah! for the forest grand,
The price of his centuries,
The garden of God's own hand.



RED-WINGED BLACKBIRD

KILLING BIRDS IS COSTLY

According to Col. G. G. Shields, president of the League of American Sportsmen, the destruction of birds costs the United States a billion dollars a year. He said that cotton-growers lost annually \$100,000,000; wheat-growers \$100,000,000 by the chinch bug and \$200,000,000 by the Hessian fly. One quail killed in Ohio had 1,200 chinch bugs in its craw, and another in a Kansas wheat field had 2,000 Hessian flies. Col. Shields said that potato-growers pay \$17,000,000 a year for Paris green, and that a quail slain in Pennsylvania had 127 potato bugs in its craw. He said that the work of destroying birds in this country might be gauged by the fact that there are ten million shot-guns in use, burning six hundred million cartridges a year.

MASSA BLUEJAY

Hi, Massa Bluejay, what you want with me,
A-callin' and a-scoldin in that li'l pine tree?
Aint you had your breakfas', I's a busy un,
You can't get nuthin' out of me until dis work's done.
I has to feed the chickens and get the pony out,
Seems like you' all couldn't rest, flyin' all about,
Now just quit your foolin' and take this hunk of bread,
And don't forget your "Thanky" to li'l darky Ned!
—Frances Kirkland in American Primary Teacher.

ARBOR DAY SONG

S. S. Short

(Air, "Maryland.")

Again we come, this day to greet,
Arbor Day! sweet Arbor Day!
With willing hands and nimble feet,
Arbor Day! sweet Arbor Day!
No sweeter theme our time can claim,
No grander deed points us to fame,
No day more proud than this we name,
Arbor Day! sweet Arbor Day!

Bring forth the trees! Prepare the earth
For Arbor Day! sweet Arbor Day!
With songs we celebrate the birth
Of Arbor Day, sweet Arbor Day!
And when our joyful task is done,
And we our meed of praise have won,
The glorious work's but just begun
For Arbor Day, sweet Arbor Day!

— From Illinois Arbor and Bird Day, 1917.

SOUTH DAKOTA LAW

"It shall be the duty of the officers of every school district to plant trees and shrubs upon the grounds of each schoolhouse and to encourage the school children to plant such trees and shrubs and to cultivate and protect the same. Where stock is permitted to run at large, it shall be the duty of school officers to cause to be erected about the grounds of every schoolhouse a substantial fence sufficient to protect the trees upon the school house grounds from destruction by livestock, and such fence shall be provided with convenient gates or stiles."



APPLE ORCHARD IN BROOKINGS

THE TREES

Lucy Larcom

Time is never wasted listening to the trees;
If to heaven as grandly we arose as these,
Holding toward each other half their kindly grace,
Haply, we were worthier of our human place.

Bending down to meet you on the hillside path;
Birch, and oak, and maple, each his welcome hath:
Each his own fine cadence, his familiar word,
By the ear accustomed, always plainly heard.

For every tree gives answer to some different mood;
This one helps you climbing; that for rest is good;
Beckoning friends, companions, sentinels they are;
Good to live and die with, good to greet afar.

Dear, inspiring, friendly dwellers of the woods.
Always reaching downward, something grand or good
From the lofty spaces where you breathe and live;
Royally unconscious, careless what you give!

O ye glorious creatures, heirs with us of earth!
Might we win the secret of our loftier birth,—
From our depths of being grow like you and climb
To our heights of blessing,—life would be sublime!

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* * * *

Other appropriate recitations: A Forest Hymn by Bryant; The Brook by Tennyson; Planting the Apple Tree by Bryant; To a Waterfall by Bryant, Woodman, Spare that Tree by Geo. P. Morris; Little Brown Hands, Thoughts for the Discouraged Farmer by Riley.

Song on Phonograph—"Listen to the Mocking Bird."



GODDESS OF LIBERTY

APRIL 19—PATRIOTS' DAY

In the rapid succession of events of tremendous importance in recent years and the vitally important problems to be solved, there seems to be a tendency to become dazed and appalled by our responsibilities. To add to the confusion, millions of people came to America the decade before the World War began—people who know nothing of Lexington, Bunker Hill or Valley Forge.

Perhaps no better way can be found to keep us all sane, steady, and safe than a renewed interest in the Founders of our government. If America is to continue, their ideals must be perpetuated—modified to suit present conditions but not supplanted by foreign ideals. It is unfortunate that our greatest national holiday, July 4th, does not come during the school year; but since it does not, it would seem well to utilize some other day to emphasize the struggles, ambition and ideals of the Revolutionary Fathers and the eternal principles expounded in the Declaration of Independence and the Constitution. "Patriots Day" seems best adapted for this purpose. There is a long period between February 22 and May 30 without any Special Day devoted specially to appreciation of America and its heroes; the celebration of Patriots' Day will be opportune as well as appropriate. In a way it may be what July 4th would be if it came during the school year. In like manner, September 14th may be to the school what Flag Day, June 14, would be if it came in the school year.

No special selections are given because the most appropriate ones such as "Paul Revere's Ride" and "Independence Bell" are easily found in school readers and library books. These selections are not "out-of-date" and never will be—unless we shall forget the Founders of the Republic. There are no substitutes for them, no more than there are substitutes for "Sheridan's Ride," "The Blue and the Gray" and "Battle Hymn of the Republic" for Memorial Day.

Many selections given for September 14 and other Special Days may be used on Patriots Day—even if they have been recited before. It is a mistake to have a child learn a beautiful selection like "In Flanders Field," and then forget it. The celebration of Patriots' Day may be a review of some of the most beautiful selections the children have learned.



WHISTLER'S MOTHER

MAY 8—MOTHERS' DAY**(Second Sunday)**

Some recognition of this day may be bestowed on the Monday following, if only by raising the flag and wearing flowers. At opening exercises, the story of the origin of Mother's Day might be told; also the story of President McKinley's mother and how the carnation came to be the flower worn on Mother's Day. Some of the older children might tell stories of the mothers of other national heroes and how they influenced their illustrious sons. Home songs may be sung and a few tributes to motherhood recited.

"MOTHER"

There's no other word that's spoken,
Neath the starry sky above,
Can so touch our hearts, as "Mother",
Or inspire so pure a love.

It awakened with our being,
And in sweet maternal ways,
It was hallowed as 'twas nurtured
In our happy childhood days.

Through our ills and cares and sorrows,
No one else is e'er so true,
Or so willing to forgive us,
Whatsoever we may do.

In our eyes and thoughts no other
Has so kind and saintly face,
And of all we fondly cherish
None can ever fill her place.

—E. B. Grimes, from "Silent Thoughts."

If we work upon marble, it will perish; if we work upon brass, Time will efface it; if we rear temples, they will crumble into dust; but, if we work upon immortal souls, if we imbue them with principles, with the just fear of God and love of fellowmen, we engrave on these tablets something which will brighten all Eternity.—Webster.

"SOME MAN"

"He may wear a last year's straw hat; his fingernails may need manicuring; his vest may hang a little loose and his pants may bag at the knees; his face may show signs of a second day's growth, and the tin dinner bucket that he carries may be full of dents and doughnuts; but don't you call him 'the old man.' He's your father.

For years and years he has been rustling around to get things together. Never once has he failed to do the right thing by you. He thinks you are the greatest boy on earth, bar none, even though you plaster your hair back, wear smart clothes, smoke cigarettes and fail to bring home a cent. He is the man who won the love and life partnership of the greatest woman on earth—your mother. He is SOME MAN, and not 'the old man'

If you win as good a wife as he did, you will have to go some."—R. W. Eaton, from *Silent Thoughts*.

"THE WOMEN"

I am not accustomed to the use of language of eulogy; I have never studied the art of paying compliments to women; but I must say, that, if all that has been said by orators and poets since the creation of the world in praise of women were applied to the women of America, it would not do them justice for their conduct during this war. I will close by saying, God bless the women of America!—A. Lincoln. Page 28—"Illinois One Hundredth Anniversary."

* * * *

The recitation "Mothers of Men" given as appropriate for Armistice Day may be recited again on Mothers' Day.

MAY 30TH—MEMORIAL DAY

If school is still in session, Memorial Day may be celebrated in school the day before the holiday. Even if there is a community observance of the day, time may well be spent in school in teaching the children its true significance.

“GOD SAVE THE FLAG”

Oliver Wendell Holmes

Washed in the blood of the brave and the blooming,
Snatched from the altars of insolent foes,
Burning with star-fires, but never consuming,
Flash its broad ribbons of lily and rose.

Vainly the prophets of Baal would rend it,
Vainly his worshippers pray for its fall;
Thousands have died for it, millions defend it,
Emblem of justice and mercy to all.

Justice that reddens the sky with her terrors,
Mercy that comes with her white-handed train,
Soothing all passions, redeeming all errors,
Sheathing the saber and breaking the chain.

Borne on the deluge of old usurpations
Drifted our Ark o'er the desolute seas,
Bearing the rainbow of hope to the nations,
Torn from the storm-cloud and flung to the breeze!

God bless the Flag and its loyal defenders,
While its broad folds o'er the battle-field wave,
Till the dim star-wreath rekindle its splendors,
Washed from its stains in the blood of the brave!

THE GRAND ARMY

Every year they're marching slower,
Every year they're stooping lower;
Every year the lilting music stirs the hearts of older men;
Every year the flags above them
Seem to bend and bless and love them,
As if grieving for the future when they'll never march
again.



SOLDIER OF THE CIVIL WAR



SOLDIER OF THE WORLD WAR

STAND BY THE FLAG

John Nicholas Wilder

From Golden Numbers published by Doubleday Page & Co.

Stand by the flag! Its stars like meteors gleaming,
Have lighted arctic icebergs, southern seas,
And shone responsive to the stormy beaming
Of old Arcturus and the Pleides.

Stand by the flag! Its stripes have streamed in glory,
To foes a fear, to friends a festal robe;
And spread in rhythmic lines the sacred story
Of Freedom's triumphs over all the globe.

Stand by the flag! On land and ocean billow
By it your fathers stood unmoved and true;
Living defended; dying from their pillow,
With their last blessing, passed it on to you.

Stand by the flag! Immortal heroes bore it
Through sulphurous smoke, deep moat and armed defence;
And their imperial Shades still hover o'er it
A guard celestial from Omnipotence.

THE SOLDIER BOY

S. E. Kiser

The man who wears the shoulder straps
And has his sword in hand,
And proudly strides along the front,
Looks good and brave and grand—
But back there in the ranks somewhere,
Just where I cannot see,
With his gun upon his shoulder is
The soldier boy for me!

The man who wears the shoulder straps
Is handsome, brave and true;
But there are other handsome boys,
And other brave ones, too.
When there are heights that must be won
While bullets fill the air,
'Tis not the officer alone
Who braves the dangers there.

The man who wears the shoulder straps
Is cheered along the way,
And public honors dull his dread
Of falling in the fray;
But there behind him in the ranks
And moving like a part
Of some machine, is many a man
With just as brave a heart.

The man who wears the shoulder straps
Deserves the people's praise—
I honor and applaud him for
The noble part he plays;
But, back there in the ranks somewhere,
Stout-hearted, is he,
Prepared to do and nerved to dare—
The soldier boy for me!

THE FIRST MEMORIAL DAY PROCLAMATION

We should guard their graves with sacred vigilance. All that the consecrated wealth and taste of the nation can add to their adornment and security is but a fitting tribute to the memory of her slain defenders.

Let no wanton foot tread rudely on such hallowed grounds; let pleasant paths invite the coming and going of revered visitors and fond mourners; let no vandalism of avarice or neglect, no ravages of time, testify to the present or to coming generations, that we have forgotten as a people the cost of a free and undivided republic.

If other eyes grow dull and other hands slack and other hearts grow cold in the solemn trust, ours shall keep it well as long as the light and warmth of life remain to us.

Let us, then, gather round their sacred remains and garland the passionless mounds above them with the choicest flowers of springtime; let us raise above them the dear old flag they saved from dishonor; let us in this solemn presence renew our pledges to aid and assist those whom they have left among us as a sacred charge upon a nation's gratitude—the soldiers' and sailors' widow and orphan.—Extract from the order of the G. A. R. Commander-in-Chief (John A. Logan) May 5, 1868.

DEEDS OF VALOR AT SANTIAGO

Clinton Scollard

(There seems to be a danger of our forgetting the Spanish-American war; yet it stands for the first instance in history in which a nation went to war largely to free a mis-ruled people, won, and then granted absolute independence to the people. Cuba has not forgotten, as shown by her declaring war against Germany a few days after we did and largely because she wished to show appreciation of her Big Friend, the United States. It is said that many veterans of the Spanish-American war whose health was permanently impaired by campaigning in tropical regions are not receiving pensions though unable to earn a living.)

Who cries that the days of daring are those that are faded
far,
That never a light burns planet-bright to be hailed as the
hero's star?
Let the deeds of the dead be laurelled, the brave of the elder
years,
But a song, we say, for the men of today, who have proved
themselves their peers!

High in the vault of the tropic sky is the garish eye of the
sun,
And down with its crown of guns afrown looks the hill-top
to be won;
There is the trench where the Spaniard lurks, his hold and his
hiding-place,
And he who would cross the space between must meet death
face to face.

The black mouths belch and thunder, and the shrapnel shrieks
and flies;
Where are the fain and the fearless, the lads with the daunt-
less eyes?
Will the moment find them wanting! Nay, but with valor
stirred!
Like the leashed hound on the coursing-ground they wait but
the warning word.

"Charge!" and the line moves forward, moves with a shout
and a swing,
While sharper far than the cactus-thorn is the spiteful bullet's
sting;
Now they are out in the open, and now they are breasting
the slope,
While into the eyes of death they gaze as into the eyes of
hope.

Never they wait nor waver, but on they clamber and on,
With "Up with the flag of the Stripes and Stars, and down
with the flag of the Don!"
What should they bear through the shot-rent air but rout to
the ranks of Spain,
For the blood that throbs in their hearts is the blood of the
boys of Anthony Wayne!

See they have taken the trenches! Where are the foemen?
Gone!
And now "Old Glory" waves in the breeze from the heights
of San Jaun!

Recitations:

The Blue and the Gray—Frances Miles Finch
Breathes There a Man—Sir Walter Scott
A Monument for the Soldier—J. W. Riley (Found in
Green Fields and Running Brooks)
The Graves of Our Dead—Robert G. Ingersoll
The Southern Soldier—Henry W. Grady
Cover Them Over—Will Carleton
Death, the Peacemaker—Ella Flagg Young
Defense of the Alamo—Joaquin Miller
Barbarie Fritchie—J. G. Whittier
Recessional—Rudyard Kipling
Memories of the War—Kate Brownlee Sherwood

Songs:

Crossing the Bar—Alfred Tennyson
America the Beautiful—Katherine Lee Bates
Tenting on the Old Camp Ground

Helpful Books:

Fifty-five Songs for Community Singing—C. C. Birchard
& Co., Boston.
In Camp Fires and Memorial Days Poems—A. C. McClurg & Co., Chicago.

FLAG ON PUBLIC SCHOOL GROUNDS

Flag Days.

Chapter 7661 of the Revised Code of South Dakota provides:

"All boards of education and school boards are authorized and required to erect and maintain, upon each public school building or upon the grounds surrounding the same, a good and sufficient flagstaff or pole, together with all necessary appliances, and to provide a United States flag of not less than three by five feet, which shall be floated from such flagstaff or pole during the school hours of each school day, except when a violent storm or inclement weather would destroy or materially injure such flag. The expense of erecting and maintaining the flag, as provided herein, shall be paid as other incidental expenses of the school corporation."

This law is quite generally ignored throughout the state. Only a small per cent of the schools are provided with flags; fewer still have flagstaffs and very few of these raise the flag every morning and lower it every evening.

It seems inadvisable, under the circumstances, to require a rigid compliance with the law; but surely we should comply with its spirit and purpose. Aside from honoring the flag and the nation and the inculcation of patriotism in the minds and hearts of the children, it is most unfortunate that many of the older pupils who know about this law should feel that the public school which they attend daily violates the laws of the state.

This department believes that the spirit and purpose of the law may be more fully realized by raising and lowering the flag in a decorous, meaningful way on days of special significance than if done daily in a perfunctory manner. This view is held by many including the G. A. R. State Instructor in Patriotism of Wisconsin. The aim is not to make the exercise mechanical; it should always be inspiring and meaningful.

Another advantage of this plan is that the significance of these special days is impressively taught, not only to the grammar grades but to the little folk as well. Almost every normal child will ask "Why is the flag raised today?" on seeing Old Glory floating on the flagstaff. The answer may mean the learning of an important date, the acquiring of a new interest in some historic event, or the introduction of some little American to a great character in history or literature. On November 29, it may introduce some child to "Little Men" or "Little Women" lying in the bookcase neglected—and dusty. Indeed curiosity is not confined to children; adults in the district will want to know why the flag is floating—and the children will delight in telling them. Thoughtful

mothers will naively ask the question—even when they are not seeking information.

This department, therefore, advises, and in so far as it has authority, **requires**, that the American flag be floated on the flagstaff of each school house in the state at least on the days listed below as “Flag Days” providing school is in session on these days and the weather is favorable.

RAISING AND LOWERING THE FLAG

A committee of dependable pupils should be appointed as custodians of the flag. A definite place for keeping the flag where it will be protected from dust should be provided; this may be a drawer in the teacher's desk or a box in the book-case. At a given time, say 8:50 A. M. the chairman of the committee should get the flag and, accompanied by the other members of the committee, walk to the flagstaff. The committee will then unfold the flag and attach it to the rope, which runs on a pulley attached to the flagstaff. This should be done in a decorous manner, extreme care being taken that no part of the flag touches the ground. The committee will refrain from all jests, laughter and frivolous conversation. Any member who acts in an undignified manner or who handles the flag with soiled hands should be immediately deprived of the honor of being on the flag committee.

If the committee (and teacher) exemplify the proper attitude, little need be said to the other children. They will spontaneously gather around the flagpole and the decorum evidenced by the committee will be contagious. As the flag is raised briskly, the children should stand respectfully erect facing the flag. As the flag reaches the top and at a signal from the teacher, the children should give the flag salute.

FLAG SALUTE

Raise the right hand smartly till the tip of the forefinger touches the forehead above the right eye, thumb and fingers extended and joined, palm to the left, forearm inclined at about 45 degrees, hand and wrist straight; while thus standing, with the forefinger touching the forehead in attitude of salute, all the pupils repeat together slowly and distinctly the following pledge:

“I pledge allegiance to the flag and to the republic for which it stands; one nation, indivisible, with liberty and justice to all.” At the words “to the flag,” the right hand may be extended pointing directly towards the flag. After the flag salute, the children may sing *America* or *The Star Spangled Banner*. If preferred, only the first stanza of *America*, or the first stanza and chorus of *The Star Spangled Banner*, need be sung.

VARYING THE EXERCISE

An interesting variation in the exercises may be secured by the recital of one of our noblest tributes to the flag, after the singing. One of the following tributes may be thoroughly learned and rehearsed by each of a group of six pupils and impressively recited after the flag salute.

Serving the Flag—Edward Everett Hale.

Makers of the Flag—Franklin K. Lane.

Your Flag and My Flag—Nesbit.

The Flag Goes By—H. H. Bennett.

The Ship of State—H. W. Longfellow.

Give Us Strong Men—J. G. Holland.

Many other tributes are given in this book.

LOWERING THE FLAG

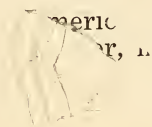
The children may march directly after dismissal to the flagstaff, forming a circle around it; or a semi-circle if it is on top of the building. The custodians of the flag take charge, loosening the rope and lowering the flag **slowly** while maintaining a thoughtful, dignified and respectful attitude. As the flag is lowered, the children may sing the last stanza of America. The committee should fold the flag carefully, the children still standing, silent and respectful; when the chairman takes the folded flag the exercise may be considered over. However, the entire committee, acting as a guard of honor, may return to the schoolhouse and see that the flag is properly placed in the receptacle provided for it.

A flag pole on the ground is preferable to one on the building because it is safer, more convenient and more conducive to an impressive flag raising exercise.



FLAG DAYS IN SOUTH DAKOTA SCHOOLS

- Sept. 1920—(First Monday) Labor Day.
- Sept. 14, 1814—Bombardment of Ft. McHenry. (Key wrote The Star Spangled Banner.)**
- Sept. 14, 1901—Death of William McKinley. Half mast for short time.
- Sept. 17, 1787—Constitution Day.**
- Sept. 19, 1881—Death of James A. Garfield. Half mast.
- Sept. 28, 1839—Birthday of Frances Willard.
- Oct. 7, 1777—Battle of Saratoga; Birthday of James Whitcomb Riley, 1852.
- Oct. 12, 1492—Discovery of America by Christopher Columbus**
- Oct 19, 1781—Surrender of Lord Cornwallis at Yorktown.
- Oct. 27, 1858—Birthday of Theodore Roosevelt.
- Nov. 2, 1920—Election Day (First Tuesday after first Monday)**
- Nov. 2, 1889—South Dakota admitted as a state—South Dakota Day.
- Nov. 3, 1794—Birthday of William Cullen Bryant.
- November 11, 1918—Armistice Day (11th hour of 11th day of 11th month.)**
- Nov. 25,—Thanksgiving Day. (Last Thursday)**
- Nov. 29, 1832—Birthday of Louisa M. Alcott.
- Dec. 6, 1920—Congress Meets (1st Monday)
- Dec. 8, 1765—Birthday of Eli Whitney.
- Dec. 16, 1773—Boston Tea Party.
- Dec. 17, 1807—Birthday of John Greenleaf Whittier.
- Dec. 21, 1620—Landing of the Pilgrims; 300th Anniversary.**
- Dec. 25—Christmas.**
- Jan. 1—New Year's Day.
- Jan. 1, 1863—Emancipation Proclamation.
- Jan. 1, 1838—Birthday of Gen. W. H. H. Beadle.
- Jan. 8, 1815—Battle of New Orleans.
- Jan. 17, 1706—Birthday of Benjamin Franklin.
- Jan. 25, 1759—Birthday of Robert Burns.
- Feb. 6, 1778—Assistance from France Promised.
- Feb. 12, 1809—Birthday of Abraham Lincoln.**
- Feb. 22, 1832—Birthday of George Washington.**
- Feb. 22, 1819—Birthday of James Russell Lowell.
- Feb. 27, 1807—Birthday of Henry Wadsworth Longfellow.



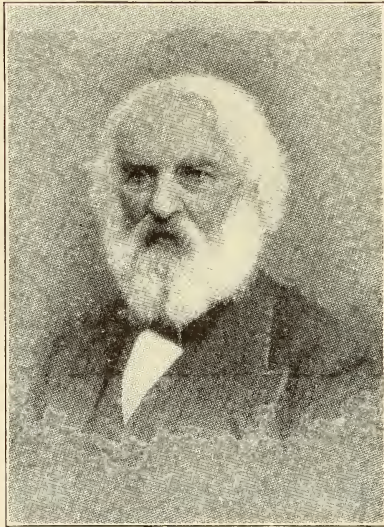
- March 2, 1861—Dakota Territory organized.
March 4, 1921—Inaugural Day.
March 17, 1776—British evacuation of Boston.
March 30, 1743—Verendrye Brothers placed a lead plate near Fort Pierre.
April 6, 1917—United States entered World War.
April 9, 1865—Surrender of Robert E. Lee; Appomattox Day.
April 12, 1861—Firing on Fort Sumpter.
April 13, 1743—Birthday of Thomas Jefferson.
April—Arbor Day. Proclamation by Governor.
April 15, 1865—Death of Abraham Lincoln. Half Mast.
April 19, 1775—Battle of Lexington. "Patriots' Day."
April 19, 1898—Congress Declared Independence of Cuba.
April 26, 1564(?)—Birthday of William Shakespeare.
April 26, 1820—Birthday of Alice Cary.
April 27, 1822—Birthday of U. S. Grant.
April 30, 1789—Inauguration of George Washington.
May 1, 1898—Battle of Manila Bay.
May 4, 1780—Birthday of James Audubon.
May 4, 1796—Birthday of Horace Mann.
May 8 (Second Sunday) Mothers' Day.
May 10, 1775—Ticonderoga Taken.
May 10, 1775—Second Continental Congress.
May 14, 1804—Lewis and Clark left St. Louis.
May 18, 1899—Peace Day—Hague Conference.
May 30—Memorial Day.
June 6, 1918—American Marines in Action at Belleau Wood.
June 14, 1777—National Flag Adopted. "Flag Day."
June 17, 1775—Battle of Bunker Hill.
July 3, 1898—Capture of Cervera's Fleet at Santiago.
July 3, 1863—Union Victory at Gettysburg.
July 4, 1776—Declaration of Independence.
July 4, 1863—Vicksburg Captured.
July 28, 1914—World War Began. Half Mast.
August 2, 1874—McKay Discovered Gold in Black Hills.
August 6, 1809—Birthday of Alfred Tennyson.

Justification of Dates

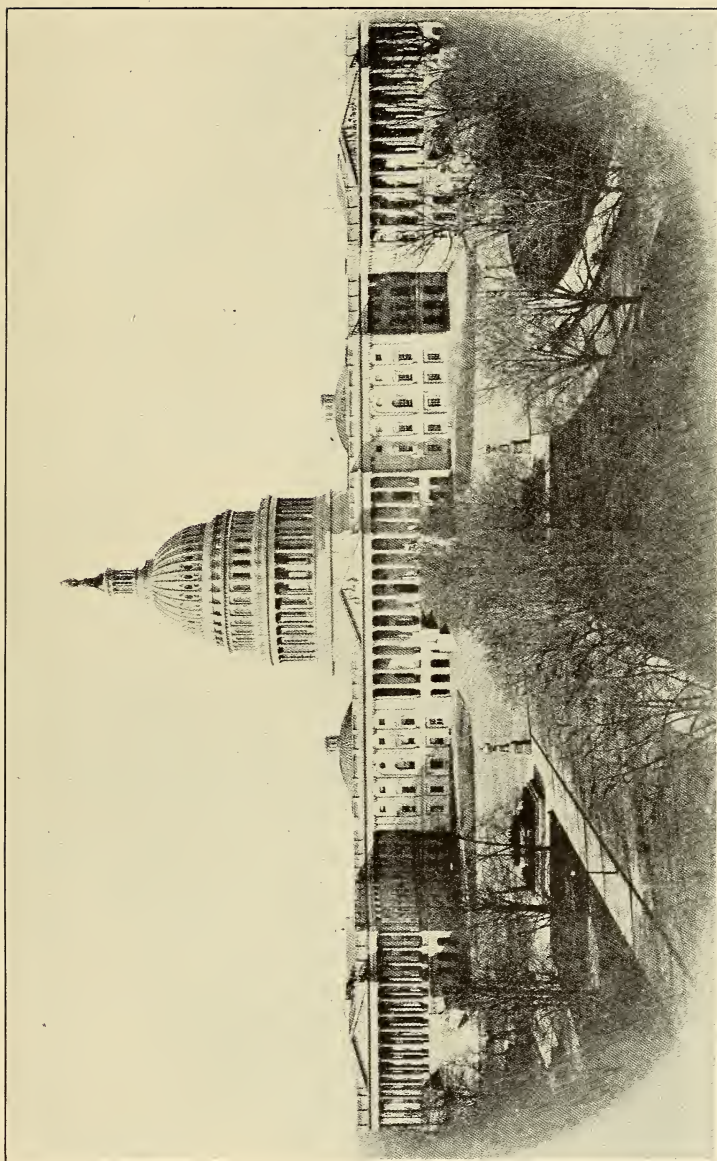
No date, except those significant in our own state history, is included that has not been recognized as a "Flag Day" in some other state. Three English writers—Burns, Shakespeare and Tennyson—who were not Americans are honored for their contribution to OUR LANGUAGE. There is need of a loyalty to the language of America as well as a loyalty to its government, principles, and ideals. Other dates that may be questioned are:

Sept. 28, 1839; included as an appreciation of a great American woman reformer.

Nov. 29, 1832; May 4, 1780; and April 26, 1820.—These are included out of deference to child interests; almost every child learns to appreciate Miss Alcott and the Cary Sisters—and should appreciate Audubon. Other dates, we hope, will appeal to the teachers as worth while without argument. Suggestions on modifying the list of Flag Days will be gladly received.



HENRY WADSWORTH LONGFELLOW



CAPITOL OF THE UNITED STATES, WASHINGTON, D. C.

THE UNITED STATES CONSTITUTION

Since the Course of Study and final eighth grade examination emphasize the machinery of the government and since a definite knowledge of our constitution is desirable, we must continue to teach the constitution. This is not such a stupendous task if a fundamental principle in teaching is applied—the principle of **drill**. A class may make an excellent recitation on the election, qualifications, terms, salary and duties of the president; but this is only the beginning of the mastery of these facts. There still remains the need of repeated drills in order that these facts be fixed in memory. The law of association alone will not do this. There is no logical connection between the age of the president and “at least 35 years”; it requires drill to fix this connection.

For this purpose, even before the various sections are studied, drill may begin. The following is suggested as an aid to this end. All that is required is to read the sentences, filling in words to make complete sense. The “challenge” to do this motivates the work. As time goes on, explanation and discussion will give meaning and life to these facts of government. The drill simply insures “time associations”; that is two ideas, e. g. President’s age and “at least thirty-five years” repeatedly occurring in consciousness together tend towards a fixed association. If the pupils look upon the work as a kind of game in “difficult reading,” they will master paragraph after paragraph until they can “read” the four pages. This should result in saving a great deal of time for the more important work in practical, concrete community civics.

A STUDY OUTLINE OF THE CONSTITUTION.

AIM or PURPOSE. To form a —, establish —, insure —, provide for the —, promote the —, and secure —.

LEGISLATIVE POWER shall be vested in — and —.

REPRESENTATIVES shall be chosen for the term of — by — of —. A representative must be at least — of age, a citizen of the United States — and a resident of the —. Representatives shall be apportioned among the several states according to — as determined by the last —. Vacancies shall be filled by a — called by the — of the state —. The House of Representatives shall have the sole power of — and of originating bills for —.

U. S. SENATE. The senate shall be composed of — from — chosen by the — for a term of —, and each senator shall have — vote. A senator must be at least — of age, a citizen of the United States at least —, and a resident of the —. The presiding officer shall be the — who shall have a vote only when the senate is —. The senate has the sole power to try — to confirm — made by the — and to ratify —; when the president is tried for impeachment the — shall preside; conviction at impeachment trials requires a — vote. Punishment in case of impeachment shall extend only to — and —. Senators, representatives, presidential electors and all state and county elective officers are chosen on the first — after the first — in — in — numbered years.

CONGRESS meets — every year on the first — in —. Each house shall be judge of its — and a majority of each shall constitute —; but a smaller number may —. Each house may determine the —, punish — and on the concurrence of two-thirds may —. Each house shall keep a — and publish the same except —; and the vote by yeas and nays shall be taken whenever requested by — of those present. Neither house shall, without the consent of the other adjourn for more than — nor —. Each senator and representative receives a salary of \$—. They are privileged from — except for certain crimes. No senator or representative can be appointed to an — expressly created for him; nor can a United States officer serve as — or —.

WAY A BILL BECOMES A LAW. It must pass one —; be sent to the — and if passed by that house it is sent to the —. If he signs it, it becomes —; if not, he sends it back to the first house with —; if this house passes it by a — vote it is sent to the other house and if it also passes it by a — vote, the bill becomes a law. If the President keeps a bill longer than — days it becomes a — unless congress —. The same process holds for orders, joint resolutions and votes.

POWERS OF CONGRESS. To lay and collect — for the purpose of — but all such must be — thruout the United States; to borrow — on —; to regulate — with — among — and with —; to establish uniform rules of — and uniform laws on —; to coin — regulate —, and of foreign coins and fix the standard of —; to provide for punishing —; to establish —; to provide for issuing — to inventors and — to authors; to constitute —; to define and punish —; to declare —, grant — and — and make rules concerning —; to raise and support —, but army appropriations are limited to — years; to provide and maintain a —; to make rules for the government of —; to provide for calling forth the — of — to execute —, suppress — and repel —; to provide for arming, disciplining and organizing the — when in the service of the — reserving to the states the right to appoint —; to exercise exclusive legislation in the — of — and in all places purchased for the erection of —; to make all laws which may be necessary and proper for (finish “elastic clause”).

PROHIBITIONS ON CONGRESS. Congress cannot suspend the — of — except in time of — when —; it cannot pass a bill of — or — law; it cannot levy an —; it cannot show preference for the — over —; it cannot draw money from the treasury except on — it cannot grant — of —; and no United States official can accept, without the consent of congress, any — from any —.

PROHIBITION ON STATES. A state is forbidden to enter into —; coin —; issue paper —; make anything except — legal tender in —; pass any — of —; or — or grant — of —. Without the consent of congress, a state may not lay — except to cover inspection expenses; keep — or — of — in time of peace, enter into any — or — with another — or —; engage in — unless — or —.

THE EXECUTIVE POWER is vested in —; his term is — and, with the Vice President, is elected by — who

will be chosen November 2, this year by _____. The President and Vice President must each be at least _____ years of age, a _____ citizen and a resident of the United States _____ years. In case of vacancy, the _____ shall become _____ and if there is no Vice President the _____ of _____ shall act as President. The President receives a salary of \$_____ a year. His oath is: (repeat it)

POWERS OF PRESIDENT. He is commander-in-chief of _____ and _____ and of _____ of the several states when _____. He may call for information or opinions from _____ upon _____. He may grant _____ for crime _____ except _____. He has power, by and with the advice and consent of _____, to make _____ and to appoint such officers as _____; but inferior officers may be appointed by _____. He fills _____ which happen during _____.

DUTIES OF PRESIDENT. He must send a _____ to _____ and recommend _____. On extraordinary occasions, he may convene _____; he may adjourn _____ in case of _____; he shall receive _____; he shall take care that _____ and shall commission _____.

THE JUDICIAL POWER, shall be vested in _____ and in _____. All United States judges shall hold office during _____, that is, for _____. The Supreme Court has original jurisdiction (cases must begin in it) in cases affecting _____ and in those to which a _____ shall be a party. It has appellate jurisdiction (cases must start in a lower court) in all other cases. (For good list, see McGruder's American Government, page 195-6.)

The trial of all crimes, except _____ trials, shall be by _____ and shall be held _____.

TREASON shall consist only _____ or in adhering to _____ conviction requires the testimony of _____ to _____ or confession in _____. The punishment of treason is determined by _____; it is usually _____.

STATE RELATIONS. All public acts, records and judicial proceedings of any state shall be given _____ in _____. The citizens of each state shall be entitled to _____. A fugitive from justice fleeing to another state, must be given up on demand of _____.

NEW STATES may be _____ by the Congress into the _____; but the boundaries of a state may not be changed without _____, in forming a new state. Congress provides for the government of the _____.

A REPUBLICAN FORM OF GOVERNMENT is guaranteed to _____; and the United States must protect each

against — and against domestic violence if requested by —.

CONSTITUTION MAY BE AMENDED. An amendment may be proposed by — vote of — or by a convention called for that purpose on demand of — of the —; it is ratified by — of the — or of conventions in the states called for the purpose of ratifying amendments.

THE SUPREME LAW of the land consists of this —, the laws made in — and of — made or which —; and the judges in every state shall be bound by this supreme law, even though the state — or state — be contrary to it. All United States officers are bound by oath to —; but no — test shall ever be required of a —. The constitution was ratified when — states agreed to it.

BILL OF RIGHTS. Every citizen is guaranteed religious —; freedom of — and of —; the right, peacefully, to — and petition — for —; the right to bear —; protection against quartering soldiers in his home except in time of —; freedom from unreasonable — and warrants are issued only when supported by —; freedom from arrest except on indictment of —; that he will not be subject to punishment — for the same offense; that, in criminal cases, he need not be a witness —; that he shall not suffer death, imprisonment or loss of property except by —; that if his private property is taken for public use, just — must be made.

AN ACCUSED PERSON has the right to a — trial by an — jury of the —; to be informed of the crime of which he is —; to cross examine —; to force witnesses — to attend court; to have a lawyer. Even in civil cases, a person may have a jury if suing for over \$—. Excessive — shall not be — nor excessive — imposed, nor cruel and unusual — inflicted. The naming of certain rights does not mean that a citizen has no others. Powers not given to the United States, nor prohibited to —, are reserved to the — or —.

AMENDMENTS XI to XIX. (11) A citizen cannot sue a state in a United States —.

(12) Presidential electors vote separately for — and —; and if they fail to elect, the — of — shall choose the President and the — shall choose the —.

(13) The negro slaves were made —.

(14) The negroes were given the rights of —.

(15) The negroes were given the right to —.

(16) Congress was given the right to levy an — tax without regard to any —.

(17) United States senators are chosen by the — of the — and vacancies are filled by a — called by the — unless the legislature has given the — authority to make — appointment.

(18) The manufacture, sale and transportation of — within the United States for beverage purposes are —.

(19) Grants the right to vote to all persons, including — if — years of age and otherwise qualified.

FOURTEEN THINGS EVERY AMERICAN SHOULD KNOW

1. The area of the United States including Alaska but not the islands is approximately 3,625,000 square miles. The population is 105 million.

2. The thirteen original states are: Mas., Conn., R. I., N. H., N. Y., N. J., Penn., Del., Md., Va., N. C., S. C., Ga. All touch the Atlantic or its bays; and no other states do except the "end" states, Maine and Florida.

3. There are 48 states and, therefore, 96 U. S. Senators.

4. There are 435 U. S. representatives. The number of presidential electors is (435 plus 96) or 531.

5. The names of the cabinet positions; indicated by initial letters in the word "St. Wapniac."

6. The names, terms, and political party of the presidents: they are: W., A., J., M., M., A., J., V., H-T., P., T-F., P., B., L.,-J, G., H., G-A., C., H., C., Mc.-R., T., W.". Federalists ruled until 1800; then Democrats until 1860; then Republicans until 1912; EXCEPT that J. Q. Adams was a "National Republican" and the administrations of W. H. Harrison (one month) and Taylor and Filmore were Whig; during the Republican regime, Cleveland was the only exception—he was a Democrat.

7. A foreigner must reside in the United States five years before becoming a citizen; and not less than two, nor more than seven, years must elapse between his "first" and "second" papers.

8. The preamble to the United States constitution.

9. The exact words of "The Star Spangled Banner" and "America."

10. The American's Creed.

11. The salute to the flag.

12. The qualifications of a voter.

13. The duties of a citizen; including exercising the right to vote, serving on a jury, paying taxes, and being ready to serve in the army.

14. The eighteen largest cities in the United States and the relative population of each. They are the following, 1920 census:

"THE BIGGEST FOUR"		"THE BIG FOUR"	
(In the Million Class)		(In the half-million class)	
New York	5,621,151	Pittsburg	588,193
Chicago	2,701,212	Los Angeles	575,480
Philadelphia	1,823,158	San Francisco	508,410
Detroit	993,739	Buffalo	505,875

"THE BIGGER FOUR"		"THE FOUR"	
(In the 700,000 Class)		(In the 400,000 Class)	
Cleveland	796,836	Milwaukee	457,147
St. Louis	773,000	Washington	437,414
Boston	747,923	Newark	415,609
Baltimore	733,826	Cincinnati	401,158

(In the near 400,000 Class)

"THE MINUS FOUR"	
New Orleans	387,408
Minneapolis	380,498

The exact populations are given for reference only. The first group may be remembered as "5½, 2¾, 2 and 1 Million"; the second group as ¾ of a million each; the third group as a half-million each; the fourth group as "400,000" each; and the fifth group as "nearly 400,000."

POPULATION OF THE UNITED STATES BY STATES 1920

State	Population	Percent Increase since 1910
United States	105,683,108	14.9
Alabama	2,347,295	9.8
Arizona	333,273	63.1
Arkansas	1,750,995	11.2
California	3,426,536	44.1
Colorado	939,376	17.6
Connecticut	1,380,585	23.8
Delaware	223,003	10.2
District of Columbia	437,571	32.2
Florida	966,296	28.4
Georgia	2,894,683	10.9
Idaho	431,826	32.6

Illinois	6,485,098	15.0
Indiana	2,930,544	8.5
Iowa	2,403,630	8.0
Kansas	1,769,257	4.6
Kentucky	2,416,013	5.5
Louisiana	1,797,798	8.5
Maine	768,014	3.5
Maryland	1,449,610	11.9
Massachusetts	3,852,356	14.4
Michigan	3,667,222	30.5
Minnesota	2,386,371	15.0
Mississippi	1,789,384	-0.4
Missouri	3,403,547	3.3
Montana	547,593	45.6
Nebraska	1,295,502	8.7
Nevada	77,407	-5.5
New Hampshire	443,083	2.9
New Jersey	3,155,374	24.4
New Mexico	360,247	10.1
New York	10,384,144	13.9
North Carolina	2,556,486	15.9
North Dakota	645,730	11.9
Ohio	5,759,368	20.8
Oklahoma	2,027,564	22.4
Oregon	783,389	16.4
Pennsylvania	8,720,159	13.8
Rhode Island	604,397	11.4
South Carolina	1,683,662	11.1
South Dakota	635,839	8.9
Tennessee	2,337,459	7.0
Texas	4,661,027	19.6
Utah	449,446	20.4
Vermont	352,421	-1.0
Virginia	2,306,361	11.9
Washington	1,356,316	18.8
West Virginia	1,463,610	19.9
Wisconsin	2,631,839	12.8
Wyoming	194,402	33.2

(The figures for 1920 are subject to correction).

A minus sign (-) denotes decrease.

VITALIZING THE WORK IN CIVICS

A MOCK CABINET MEETING

It was found that the study of textbooks in agriculture did not interest children and the results were very disappointing. For many years teachers undertook to teach music by teaching symbols; now we use the phonograph. Science in the high school is now largely taught in the laboratory rather than from textbooks. In these subjects we are trying to teach "real things" and to use the activity of the pupils as a means of instruction.

It is generally conceded that textbook instruction in civics is disappointing. The recitations are often dull and listless; the knowledge acquired is soon forgotten; and it does not seem to result in a great admiration and love for American institutions and an impelling desire to help in developing a better town, county, state and nation.

The success attained by teaching "real things" in agriculture, music, and science suggests that the same method may help in civics. Of course we cannot always utilize this method because the "real things" are too far away. We can use it in teaching local government, elections, taxation, protective and beneficial functions of government and local good citizenship. Even in the case of the nation and the state, we may help by dramatization, and by having pupils impersonate national or state officials. The civics class may be divided into two "Houses" and enact make-believe laws. A school "Supreme Court" may accept or reject cases that members of the class try to bring before it. The teacher and ten pupils may hold a "Cabinet Meeting" at which almost every phase of the national government activities may be discussed. To illustrate this "dramatization" or "simulation" method the organization and work of a make-believe cabinet follows:

MOCK CABINET MEETING

The teacher will impersonate the president, and ten pupils the members of the cabinet. If the class is larger, other members may act as assistants to the secretaries and aid them in collecting material. Each secretary should copy the suggestions given below for his department and should try to interview several adults who may be familiar with the work of his department. While a few statements may be made about the general work, the work of the department that affects, or has affected, the people in the home town, should be especially emphasized. Every "cabinet member" should know his name, salary, and the principal bureaus in

his department. The references are: Magruder's American Government, (M. A. G.) published by Allyn and Bacon; Hughes Community Civics, (H. H. C.) published by Allyn and Bacon; and the U. S. Students Text (U. S. T.).

Preparation for the "cabinet meeting" should begin at least one week before it is held. By limiting each cabinet member to a two minutes talk, the session may be finished during a regular recitation period; a second or even a third session may be held if desired. Ultimately, if the work is enthusiastically taken up, a semi-public "cabinet meeting" may be held.

SESSION OF THE CABINET

Cabinet members should take their positions, the Secretary of State on the President's right and the others in the order of the Presidential Succession Act, i. e. in the order of initial letters in the word "St. Wapniac!"—State, Treasury, War, Attorney-General, etc. This is, too, the order in which the departments were organized except that the first four were organized at the same time at the first session of Congress. Of course the Cabinet will remain standing until the President is ready to be seated.

The topic for discussion should be "Which cabinet official is most important to the people of our town i. e. with which do the local people come in closest touch?" The meeting should be as informal as possible; cabinet members need **not** rise to speak; interruptions and questions, (if reasonable and pertinent) are in order at any time. If possible, the simple law of courtesy should govern and members need not "raise their hands" to obtain permission to speak.

Each cabinet member, in order to win, must not only stress the value of his department but also point out the weakness of others. Wide awake questions, and pertinent statements about the shortcomings of a department are what will really enliven the work. Thus the Secretary of State may claim that there is nothing to the argument as the State Department is recognized as the most important; but the question is on the importance of cabinet positions as affecting our local people—not the government at Washington. The Secretary of the Treasury may be asked why he does not see that liberty bonds are worth 100 cents on the dollar. A few other examples of interruptions are:

"Why don't you pay the postoffice force fair wages?" "Why did you (Baker) spend over a billion dollars on war aeroplanes and then hardly furnish any for service?" "Admiral Sims doesn't think very much of your (Daniel's) work, does he?" "Didn't you (Palmer) arrest people without a warrant even after the war?" "Why do you (Burleson) pay only 2%

on postal saving deposits?" "Why do you spend so much money on seeds which congressmen send free to their friends?" "Why should an American lady lose her citizenship when she marries a foreigner?" "Why does it take your department three or four years to complete a census report?"

Secretary of State

Reference M. A. G. 127-134; H. C. C. 187; U. S. T. 57-58.

Tell of your work in connection with foreign governments; how the consuls look after our trade interests and the rights of our citizens in foreign lands; how the embassy serves as a haven in time of war and danger; how you look after our citizens in such countries as China, Turkey and Borneo.

Tell how **you** issue all of the president's proclamations and grant all passports. See any war relief worker who has been in France about passports and ask businessmen how the American consuls help our trade.

Tell of the extremely important papers entrusted to your care. Tell of your place in cabinet meetings and what would happen in case of vacancy in office of both President and Vice-president. Emphasize the fact that you have the custody of the Great Seal of the United States and its use on important documents.

Treasury Department

References M. A. G. 136-147; H. C. C. 188; U. S. T. 59-63.

Tell of need of money in running the government; how Hamilton helped this nation. Show that your department gets the money not only to run the government but also to carry on war and build all public buildings. Tell of the work in collecting duties, internal revenue taxes, etc.; coining money; paper currency; Federal reserve and farm loan banks. Interview bankers and find out how these special banks help the people.

Tell how you helped in the war by selling bonds and stamps and how even children were interested. Remember your department has charge of the public health service, the life-saving stations and the construction of all public buildings. Tell of your bureau of engraving and printing which issues all paper money, bonds, and postage stamps.

War Department.

References M. A. G. 150-156; H. C. C. 189-191; U. S. T. 63.

Tell of any one you know who is attending the West Point military academy. Relate how many of the young men

in the community were in your department in 1917-18; how your department more than others won the war. Tell how the people showed their interest in your department when the soldiers returned; how July 4 and Memorial Day are designated to honor men of your department. Do not give much time to your bureaus—they are too technical. Tell of your work in peace times.

Secretary of the Navy.

References: M. A. G. 156-8; H. C. C. 191-3; U. S. T. 72.

Tell about the naval academy at Annapolis. Is there a battle ship called South Dakota? Tell about any men you know who are or were in your department. Tell of the important part you had in the war and what might have happened if the navy did not protect the transports—try to show that **your** department won the war. Tell of your department's work in peace times and what is meant by our "first line defense."

Attorney General.

References: M. A. G. 159-60; H. C. C. 194; U. S. T. 64.

State how you give advice to all the cabinet members and even the President himself on legal matters. Tell how you appear in all important cases as the attorney for the United States; how your department watched out for disloyalty and treason at home during the war; and how it is really up to your department to see that the laws are enforced. Tell how you prosecute people who: sell liquor to Indians; send fraudulent matter through the mails; interfere with interstate commerce; or violate any United States law. For this purpose there are nine circuit courts and over fifty district courts. Tell about the Federal prisons and where they are. Try to interview a man who has served on a **Federal** jury.

Postmaster General.

References: M. A. G. 160-3; H. C. C. 194-6; U. S. T. 65-72.

Be sure to read the U. S. text; it has more about your department than any other. Interview your postmaster and find out all you can about city and rural free delivery, parcel post and rates charged, registered mail, special delivery, and postal savings. Tell of the number of postoffices and how nearly everyone is interested in your work every day. Tell how you help education by bringing magazines, papers, and even bulletins issued by other cabinet members to the very door of nearly everyone. Tell how you help both farmers and city people by bringing fresh products cheaply to the con-

sumer. Tell of the railroad mail service—if possible interview a railroad mail clerk. Tell about bringing the weather reports to millions of people. Show how your department helped win the war by bringing letters from home to the soldiers thus keeping up their spirit. Tell of your money order business and of the foreign mail service; tell of the dead letter office.

Secretary of the Interior.

References: M. A. G. 167-171; H. C. C. 196-8; U. S. T. 74-77.

You have many bureaus of great interest to local people. Possibly you know some old soldiers or their families who receive pensions from your pension office. Practically every machine, implement and manufactured article of any kind is stamped "Pat'd" which means your patent office issued a patent to its inventor. Your land office has sold nearly all the public lands of the nation. The bureau of education helps the schools in many ways. Your reclamation service has irrigated over 1,500,000 acres of land making 30,000 new farms. The bureau of mines helps many miners; the geologic survey bureau helps in locating minerals and oil.

Secretary of Agriculture.

References: M. A. G. 171-173; H. C. C. 198-200; U. S. T. 77-86.

Read especially the U. S. Text which gives your department ten pages. Tell about the weather bureau and how it helps farmers, fruit growers, sheep and cattle men, sailors, coal and ice dealers, and manufacturers of lime, cement and brick. Tell how the bureau of animal industry inspects meats and prevents spread of diseases among cattle; how the bureau of plant industry improves plants and introduces new ones, durum wheat is an example. It found the cause and remedy of cedar rust; how did this affect the price of apples? Tell of the very important work of the forestry service. Tell how the bureau of chemistry helps to give us pure foods and how Dr. Wiley's "poison squad" ate poisons to study the effect—for our protection. Read an excellent article by Sec. Meredith in the April-May, 1920, Forum. Tell how the bureau of soils helps the farmer and how your entomology bureau tries to cut down the loss caused by insects—over a billion dollars a year. Tell how your biological survey bureau helps to get rid of these insects by protecting birds. Your department is also helping in the better roads movement.

Secretary of Commerce.

References: M. A. G. 173; H. C. C. 200; U. S. T. 86-91.

Tell how someone working in your census bureau called at every home in the United States last May; how important the census is; how U. S. representatives and members of both houses of the state legislature are apportioned after a census is taken. Tell how you collect and distribute information about foreign markets. What does the bureau of standards do? Tell of your fisheries bureau. Show how important your light house service is to navigation. Tell of the wonderful machine in the geodetic survey which fortells tides. Show that your inspection of steamboats is very important.

Secretary of Labor.

References: M. A. G. 174-176; H. C. C. 200-201; U. S. T. 91-92.

Try to prove your department is most concerned with the common people—the laborers. Tell how you often prevent the suffering and danger incident to strikes; how your immigration bureau helps the immigrants. Tell of the childrens' Bureau—the only bureau with a lady at its head. Tell of the naturalization bureau's important work and of the need for evening Americanization schools.

ELECTION DAY

As a teaching exercise, the celebration of election day may be of far greater value than a week's work in text book civics. We are learning to teach "real things" in agriculture; why not teach "real things" in civics as well—real ballots, real amendments, real initiated laws, real candidates, real platforms, real Australian method of voting, real election returns and real decisions of the American people acting as the supreme rulers in American government: There may have been some excuse for ignoring elections when only half the pupils were prospective voters; now the girls will be as interested as the boys in an election day program.

Too often patriotism is thought of as pertaining only to war times, great celebrations, and monster parades. We need to impress on the minds of children that it is an every day characteristic which may be exemplified on the farm, in the factory, in the store and in school. We need to "get over" the idea somehow that America not only may call for soldiers, Red Cross ladies, thrift clubs and the saving of food once in a generation or two but that it calls for voters every two years, taxpayers, every year, jury-men occasionally and may call for candidates for office. What is the use in talking self-determination for the Czecho-Slovaks while thousands of men

and women in South Dakota have no part in our government because they are not interested enough to vote? "Make democracy safe for the world" is a more practical slogan now than the converse. The "light vote" so often recorded after elections, and particularly after primaries, is an unanswerable argument in favor of celebrating election day. "That which you would have adopted by the nation you must first put into the schools." No better use can be made of election day than devoting a part of it at least to teaching the inestimable privilege, duty and responsibility involved in the ballot. If neglect to vote without very good reason, illegal voting, buying or selling votes and voting for purely selfish and unworthy ends were impressed on our pupils as political sins against America, a kind of political treason, an act of ungratefulness to and desecration of our dead heroes, it might be more effective than all the Corrupt Practice Acts on the statutes. The place to teach these things is the schoolroom and a most appropriate time is election day.

Every school should be provided with at least one sample of each ballot to be voted on election day and some time should be taken to study these ballots. Definite instruction should be given on how to mark ballots, procedure at the polls, and the necessity of being registered. The qualifications of a voter should be emphasized. Pupils should be interested in the election returns and be ready to report on them next day.

The flag should be floating on the school grounds on election day and the ceremony of raising and lowering the flag made especially impressive that day. A program suitable to the day should be presented. A good recital of "The Poor Voter on Election Day," "A Prayer of the Nation," "The Young Athenian's Oath," "Life's Mirror," "The Flag Speaks", etc., cannot but arouse feelings of responsibility and duty. "God Save Our President" and the song "The U. S. A. Forever" are appropriate. Care should be taken by the teacher not to show political bias. She is entitled to her political views as an individual; not as a teacher. She has a right, and a solemn duty, to vote if qualified. Even though Election Day is not a legal school holiday, Section 7274 of the Revised Code provides that "any person entitled to vote—shall be entitled to absent himself from any service or employment—for a period of two hours" and no penalty shall be inflicted and no deduction made for such absence.

MOCK ELECTION

In addition to the exercises suggested a "mock election" for pupils above the fourth grade might be held. The teacher may act as county auditor and appoint the three judges of

election who will meet and appoint two election clerks. The judges must also designate two of their own number as "ballot clerks" who will on election day, stamp the words "Official Ballot" on each ballot, sign their initials on same and hand ballot to voter. The teacher should also appoint a "sheriff" who may select several deputies; the "sheriff" and his deputies must provide ballot boxes, ballots, poll books, tally sheets, and "blank lists" for making unofficial returns. Judges should be appointed at least fifteen days before the election (in real elections by the county commissioners) and the election supplies must be delivered the Saturday before election.

It is an easy matter to get election supplies. A dry goods box with a detached cover containing a slit about one-half inch by 5 inches will serve for a ballot box. After inspection of the box, on opening the polls, the cover should be securely fastened on the box. The children can all help collect "ballots"; for every voter in the district has been sent a sample ballot and besides sample ballots are run in the official county newspapers in two issues before election. Desks will serve as booths providing the law is observed that no person except an election officer shall go within six feet of a "booth" except to mark his ballot. The pupils may make "Poll Books" in which the voters' names shall be recorded—and numbered. Tally sheets can be made by pasting a single column of candidates' names on a sheet of legal cap paper.

PROBLEMS WHICH MAY DEVELOP

Interesting problems are sure to develop long before election day which will necessitate calling upon the parents for help. How can a child vote who will not be at school on election day? What if a "legal voter" is not registered? May a person unable to mark his ballot have assistance; if so who assists him? Is it true of a person with no physical disability but who cannot read English? Can a person solicit votes for a candidate in or near the polling place; how near? Suppose there are more ballots cast than there are names on the poll list, what shall be done? Suppose two ballots are folded together what is to be done with them? Does a vote count if the (X) is placed on the **right** of the candidate's name? Suppose an (X) is made at the top of the democratic party column and also in the circle at the left of the name of Peter Norbeck, how is the ballot to be counted? Suppose a voter places an (X) at the head of the republican column and an (X) in the circle at the left of the name of one candidate for railroad commissioner does his vote count for each of three candidates for railroad commissioner? Are the poll

books and tally sheets put in the ballot box after the votes are counted and recorded? Must "spoiled" ballots be returned to the county auditor? Must the ballots be counted before opening them up?

METHOD OF CONDUCTING AN ELECTION

The ballot boxes, poll books, tally sheets, ballots and sample ballots have been delivered by the sheriff (or deputy) to one of the judges designated as "superintendent of election." He sees that these and also the partitions for the booths and stamping outfits or pencils are at the polling place. A few minutes before 8:00 A. M. the judges are "sworn in" (by each other) each taking the following oath.

"I (name) solemnly swear (or affirm) that I will perform the duties of judge of election according to law and the best of my ability and that I will studiously endeavor to prevent fraud, deceit, and abuse in conducting the election about to be held." The clerks take a similar oath. The judges select two of their number to act as ballot clerks." All take their places at a table and one judge (usually the superintendent of elections) rises and repeats in a loud voice: "Hear ye, hear ye the polls of this election are now open."

The clerks of election take the poll books (simply blank books) and number the line from 1 to 100 or more. The superintendent of elections takes each ballot box, opens it, and in plain view of all in the room, shows that each box is empty. He then closes the box and locks it and the officials are ready for the voting.

There is a railing shutting off the part of the room in which the voting takes place. No one except the officials and the persons receiving ballots, marking them and voting are allowed inside the railing: "Challengers" for each political party are allowed just outside the railing where they may observe all that is going on except the marking of ballots.

As a voter enters through the opening in the railing, one of the judges stamps an official (white) ballot, signs his initials underneath the stamp and folds the ballot. The voter gives his name to the judge who ascertains whether or not it is on the registered list. If so, the judge hands him the stamped official ballot and the voter retires to one of the booths and marks his ballot. He may mark an (X) in a circle over the head of the ticket he desires to vote, and if he desires to vote for any other candidate on the ballot, he must mark an (X) in the circle at the left of the candidate's name for whom he desires to vote; or in case a voter does not wish to vote a party ticket he need not mark an (X) in the circle at the head of the ticket, but may mark an (X) in the circle

at the left of the name of each candidate for whom he may desire to vote.

A voter is not permitted to remain in a booth more than five minutes, nor to remain inside the election precinct railing more than ten minutes. Having marked his ballots, he folds each separately goes back to the table and hands his ballots to one of the judges, again giving his name. The judge calls his name distinctly as he drops the ballot into the box; the two clerks write the voter's name in the poll books, and the voter at once retires outside the railing.

If a voter is not registered or is "challenged" he may "swear in" his vote by taking the following oath.

"You do solemnly swear (or affirm) that you are twenty-one years of age; that you are a citizen of the United States or have become a naturalized citizen conformably to the laws of the United States upon the subject of naturalization; that you have resided in the United States five years, in this state one year, in this county ninety days and thirty days in this precinct next preceding this election, and that you have not voted at this election."

If a voter spoils a ballot he may get another, but not more than three ballots shall be given to any voter. All spoiled ballots must be so marked and returned with all unused ballots to the county auditor.

A person who is unable to mark his ballot because of blindness or physical disability may receive the assistance of two of the judges—one for each political party; but he must swear that he is unable to mark his ballot.

A half hour before the time for closing the polls, (5:00 P. M.) the superintendent of election stands and makes this announcement: "Hear ye, hear ye the polls of this election will be closed in thirty minutes." Promptly at 5:00 P. M. he announces that the polls are closed: "Hear year, hear ye the polls of this election are closed."

The poll books are now compared and any mistake corrected so that they are in agreement. The ballots are counted (without unfolding except as necessary to insure each is a single ballot). If two ballots are folded together, both are canceled, and not counted. If there should be one ballot in the ballot box more than names on the poll list a ballot is drawn from the pile by lot and not counted.

The election officials then "sort" the ballots into piles—"straight republican," "straight democrataic," "split republican," etc. The "straight tickets are usually counted first and the total number is written after the name of **each** candidate on the party ticket. The "split" ballots are then read off—

a very tedious process—thus, “Smith one; Jones, one, Brown, one”, etc. The clerks write a stroke 1 after the name on the tally sheet as called; but every fifth stroke is made horizontally. When all ballots are counted they are returned to the ballot boxes. The ballot boxes are then locked and sealed.

When all ballots are counted the votes for each candidate are added and the total written on the tally sheet. The clerks must then copy the name, office and total vote of each candidate in the poll book. (This is done, except the total vote, during the day whenever the clerks have time). They must also write the total votes for each candidate in the “blank lists” which constitute the “unofficial returns.” The “unofficial returns” are sent to the county auditor and opened by him at once.

The poll books and tally sheets, properly signed and sworn to, constitute the “official returns.” These are placed in a large strong envelope with the keys to the ballot box, **sealed**, and the name of each judge is written on the seal.

These sealed envelopes and ballot boxes and the “unofficial returns” must be taken in person by one of the judges to the county seat and delivered to the county auditor. He may inspect and publish the “unofficial returns”; but the seals to the official returns and to the ballot boxes shall not be broken until the canvassing board meets (within 15 days) to canvass the returns. This board consists of the county auditor and a majority of the county commissioners; or the auditor, one commissioner, county treasurer and county judge; but no candidate for office may serve on the board.

The “official returns” are opened in the presence of the board. The auditor takes charge of the keys to the ballot boxes. The ballot boxes are placed in charge of the clerk of courts **unopened** and kept by him unopened until the next election unless the canvassing board decides on a “re-count” in which case the boxes are opened and the ballots carefully re-counted by the board.

LIBERTY AND LAW

Rev. Mr. Hughes in "The Teaching of Citizenship" has an interesting chapter on Liberty. He shows that it does not mean the right to do as one pleases; and that liberty without law is un-American. He says we continually hear about liberty in connection with the Revolution and the beginning of our government, and very little about law. However, the word "liberty" occurs only **once** in the Declaration of Independence and **once** in the Constitution; while the word "law" occurs **eight** times in the Declaration of Independence and **twenty-two** times in the Constitution.

We hear a great deal about privileges and rights of citizens; but not nearly so much about duties and responsibilities. Surely the Builders of the Republic—sober minded, earnest, self-sacrificing men like Washington, Franklin and Hamilton did not mean we could ignore duties and responsibilities. They did not have "any wild-eyed" figure of liberty in mind.

It may be that our continual talk about liberty, rights and privileges ignoring law, duties and responsibilities, has had a bad effect. Perhaps the idea that America means "do as you please" is responsible for our disgraceful record of lynchings. Surely no one who thinks twenty-two times as often of **law** as he does of **liberty** would take part in a lynching.

Rev. Hughes tells this story to illustrate the true meaning of liberty. In a crowded street a man was swinging his arms around violently. He struck the nose of a passer-by with his hand. The passer-by protested vigorously but received the reply "This is a free country." "Yes," answer the injured man, "but your liberty ends where my nose begins."

When the writer was attending Normal he was assigned to do practice work in the fifth grade. One day while the children were studying, music was heard outside and some one said in a loud whisper, "The circus parade is going by." Instantly books were thrown away and forty children made for the windows. Not knowing what to do and afraid the supervisor might scold, I very foolishly ordered the children to take their seats. Only one pupil obeyed; they saw the circus go by and then quietly resumed work. I asked the one boy why he had taken his seat. He looked at me rather resentfully and said, "You are the teacher and you told me to do so. I do not think you had a right to order us to our seats; but you did and that made it **law** and I **had** to obey." What a splendid conception of law this boy had when he felt bound to obey it even when he felt the order was unjust. How many grown-up people fail to have such a conception of law!

America rightly boasts of its freedom of speech and of the press. It is entirely right to criticize that which we think is wrong, but too often criticism of our public officials is unfair, partisan, malicious and venomous.

Many of our presidents have made mistakes but none of them has been dishonest, morally corrupt, or unfaithful to the nation. It is hardly possible that we shall ever have a president, the choice of 105,000,000 people, who will be corrupt, dishonest, or a traitor to America. We may learn a valuable lesson from the bitter things said about some of our best loved presidents.

Washington was called "The Stepfather of His Country." His enemies said he was avaricious, ambitious, traitorous, treacherous, hypocritical, dishonest, arbitrary, and ostentatious. They said he was like Caesar and Cromwell. (See Outlook Aug. 19, 1911.)

Lincoln was more severely criticised than any other President. He was called a usurper, "the slave-hound of Illinois," and "a cancer in the body politic." He was accused of being disloyal; of bribery, treason, burglary, forgery, perjury, etc. He was compared to Nero at the burning of Rome—a heartless man who joked while the people suffered. (See Outlook Aug. 19, 1911.)

It is entirely possible that the many mean, unfair things said about Lincoln influenced Booth, his assassin. Perhaps Booth believed what he said after shooting Lincoln—"Sic semper tyrannis" or "So perish all tyrants." We all know William Henry Harrison's death was hastened by the army of office-seekers who continually pestered him. Czolgotz undoubtedly was influenced by the many malicious things said about and caricatures made of President McKinley when he shot the President at Buffalo. Some of us can remember the harsh criticisms of Theodore Roosevelt.

Now we often hear severe criticism of the Supreme court and of the Senate. Bitter criticism is often made of cabinet officers. Of course if the criticism is fair and made to improve conditions, it is all right; but it is well to remember that our very greatest men have been maligned. It is well to remember that, with all its faults, we have the best government on earth; for we can get rid of an inefficient or untrustworthy officer whenever we, the people, decide to get rid of him. Political writers and speakers should learn this stanza and act on it.

"Boys flying kites haul in their white winged birds;

You can't do that when you're flying words.

Thoughts unexpressed may sometimes fall back dead;

But God himself can't kill them when they're said."

—Will Carleton.

YOUNG CITIZENS' LEAGUE

Minnesota has an organization called "The Little Citizens' League." Suggestions for the organization of such a club will be sent on request. Some of the lines of endeavor of this organization are given here with the thought that, even without the formal organization, this work can be consciously carried on—indeed must be carried on if civics is to mean better citizenship. (We believe "Young" is more acceptable to boys of 12 to 16 years than "Little.")

Safety First.

Carelessness causes a loss of \$300,000,000, in the United States each year; 5,000 people are killed each year in railroad accidents. "In New York one person is killed every fourteen hours and one person injured every 23 minutes in street accidents." In 20 years over 200,000 people were killed or injured because of trespassing on railroads."

In 1918 the fire loss in the United States amounted to \$337,000,000 or nearly \$900,000 a day. On an average every day of the year there are 9 schools, 7 hotels, 4 hospitals and 1600 dwellings destroyed by fire. In South Dakota for the year ending June 30, 1919 the fire loss was \$747,165.81 and 33 people lost their lives in fires. In the same year 35 people were killed in automobile accidents, 22 were drowned, 22 killed in railroad accidents and 13 by firearms. Surely there is need for "Safety First" in our course of instruction. The topics suggested should not be taken up as "work" nor presented in a "goody-goody" talk to children. They should be induced to collect facts for themselves, form their own conclusions, and decide for themselves what they are going to do about it. A class may discover that more people are killed in automobile accidents in South Dakota each year than from any other cause; that the average speed of the splendid trains "Olympian" and "Columbian," is only about 30 miles an hour even though driven by trained engineers grown old in the service, on level road beds fitted with steel track; that the speed limit for automobiles is 30 miles in this state. This class on collecting data regarding dozens of automobile accidents will form its own judgment regarding auto-driving. They will have no use for the half-mad speed fiend who is willing to risk the lives of those nearest and dearest to him just to gratify a mean, selfish whim.. They may decide themselves that it doesn't pay to run in front of automobiles, street cars, trains or even teams, after reading a dozen or more reports on children killed in this way. It will be easy for them to become earnest supporters of the "dimmer law," "the 15 mile limit city ordinance" and rules for meeting and passing automobiles.

If a class knows that the famous 20th Century Limited train which did run from Chicago to New York in 18 hours now takes 20 hours or more because the Railroad Company believes in Safety First, it will condemn the autoist who drives recklessly over a dirt road, with many turns and on which he has no more "right-of-way" than hundreds of other drivers. Boys and girls should learn to look upon the speed fiend as they look upon any other law-breaker and to consider the careless placing of glass, stones, or other obstructions in the way of automobiles as unpatriotic. The boy who "takes a chance" with passing automobiles, "hitches on" to moving vehicles, jumps on or off moving street cars, trains, or automobiles, or otherwise runs risks of accident may be jeered instead of cheered by a class having had a course in Safety First.

The principal accidents which happen to children are due to these causes: Hitching on to backs of wagons, sleighs, automobiles and street cars; roller skating on streets and roads; push-mobles on streets; daring each other to run in front of vehicles; street fights; bonfires; riding bicycles on congested streets; playing on fire-escapes and roofs; climbing poles on which there are "live wires" and carelessness with farm machinery.

A few rules the children may deduce are:

1. Never jump on to a moving vehicle.
2. Never ride a bicycle on the left side of the street nor in front of automobiles.
3. Never steal rides; you may jump or fall off in front of another vehicle.
4. Never cross streets except at crossings. If caught in the middle of a street with automobiles coming both ways, **stand still.**
5. Never play games in the street; **look** before chasing your ball across the street.
6. In driving an automobile, do not violate the state law nor city ordinance. Turn only at street crossings and after giving signal with your left hand. Pass automobiles on the left; on meeting them, turn to the right. See that head and rear lights are burning at night. Do not drive with a defective brake. Do not take your eyes from the road while driving. Do not talk while driving; at least not much; we must not talk to a street car conductor traveling at only 10 or 15 miles an hour. Look both ways at railroad crossings. Sound tocsin at road crossings. Slow up in passing school houses. Dim strong lights on approaching an automobile; Watch out in passing hogs; they almost always run the wrong way.

Thoughts On Fire Prevention

"When you light a match you start a fire; be sure to put it out." Use safety matches and keep even them where small children cannot get them. Do not fill lamps at night. Do not make bonfires except when older people are present. Remember oily rags, paper, rubbish, paint, etc., may cause "spontaneous combustion." Never hang draperies, decorations, or flags near gas jets or other lights. Do not use kerosene in starting a fire; especially after the fire has started. In helping a person whose clothing is on fire, wrap a rug, coat or blanket around him and roll him on the floor or ground. "In case your clothes are on fire, don't run; roll, roll, roll." If caught in a burning building stop and think; do not crowd. If smoke is suffocating, crawl on your hands and knees. Notice where fire escapes are in large buildings. Complain to the State Fire Marshal if you find doors opening inward in public buildings where large crowds congregate.

First Aid

When accidents do occur it is well to know what to do; this is First Aid. It teaches us that even slight wounds may cause blood-poisoning, if neglected. It is easy to collect newspaper clippings proving this statement. Children will have more faith in tincture of iodine for cuts and small wounds, including July 4 gun-powder wounds, if they know every soldier carried it in his "comfort kit." It is easy to collect items telling about people who have been burned, scalded or bruised; pupils may have seen people faint and people who were suffering from "something in the eye," stings or bites of insects, or electric shocks; indeed some of the children may have experienced some of these minor accidents. It may be well to "pretend" that one pupil has something in his eye, another a burn, another just rescued from drowning, etc.; the children will be much interested in helping the "patient." They must realize, however, that if it is taken as a "joke", the dramatization fails. This is not to discourage laughing in class—we should have more of it; but an accident is not a laughing matter and the simulation must be considered real if successful.

Health and Happiness Club, or Modern Crusaders

This should be a phase of the "Young Citizens League." The members agree to do certain specific things. They agree (1) To wash their hands before eating. (2) To wash hands, face, and neck and clean their teeth and finger nails each day. (3) To keep fingers, pencils, etc., which may have disease germs on them out of the mouth. (4) To drink a glass of

water before each meal and before going to bed and to drink no tea or coffee. (5) To take ten deep breaths of fresh air each day, play out-doors and sleep with an open window. (6) To sit and stand straight to eat slowly and to attend regularly to bodily needs. (7) To be cheerful and helpful to others.

Children who belong to a Health and Happiness Club may easily become allies of the State Health Department. They will understand the wisdom of the rule for individual towels, individual drinking cups or bubbling fountains, quarantine, pure water, keeping pupils from infected homes out of school, and sanitary toilets. They will see the benefits of the hot noonday lunch, adjustable desks, play apparatus, sweeping compound, scrubbing the school house floor, and dustless crayon and erasers; and when the children demand these things in school the board is apt to get them.

Swat the Fly and Mosquito

A study of the fly will result in some startling knowledge. This miscreant is the cause of thousands of deaths each year. A single fly may produce a million during the year. Its eggs take eight days to hatch and will not hatch except when surrounded with filth—usually horse manure. A fly cannot fly more than half a mile; and as our farm houses are usually that far apart, this means nearly every farmer in South Dakota “raises” his own flies. A single fly may carry over 300,000 disease microbes. He is born in filth, lives in filth, eats filth, and is so made as to carry an enormous amount of filth. Straight from the dirtiest place on the farm or city lot, he flies into the house and perhaps takes a drink from an open water pail or a bath in baby’s milk. He deserves no mercy, for he shows none.

The club should soon be ready to declare war on flies. Their breeding places must first be destroyed by getting parents interested. Doors and windows must be screened. “Filth must be removed—this starves the flies. A bad odor attracts them; but they cannot bear the fragrance of flowers.” Storekeepers and restaurant men should be told that their goods should not be exposed to flies; if they pay no attention, the health board should be notified. Don’t allow dirt, garbage, rubbish, or manure to collect at home or at school if you can help it. Remember: “No Dirt, No Flies.” The Fly says “If you don’t kill me I may kill you.” Kill him first. Make fly traps, use fly paper, do anything to kill the fly. Swat him!

The rural school barn is not an unmixed blessing. Sometimes the boys congregate in it to the detriment of the morals

of the school; almost always it is a breeding place for flies. An excellent lesson in civics and sanitation would be taught if all manure were removed from the barn and grounds once a week.

The Mosquito is about as bad as the fly. For years he prevented the digging of the Panama Canal by killing French workmen with yellow fever. Then Dr. Gorgas found out it was the mosquito that carried this disease—and got rid of the mosquito. This meant as much to the tropics as Mr. Goethals' great work in digging the canal.

The mosquito does not bite; he pierces the flesh with a kind of spear. This instrument may pierce the blood of a person sick with a contagious disease. Now the mosquito is very particular about its food; blood is too thick for it, so it shoots some of its saliva into the person "speared" to thin the blood. Of course this saliva is often just full of disease germs when the mosquito pierces a healthy person.

There is just one big fact to learn about mosquitoes—they breed only in still water. Therefore every stagnant pond, pool, and open trough, pail, basin, barrel or tin can containing water breeds mosquitoes. If we get rid of standing water, we get rid of mosquitoes. A pond that cannot be drained may be rendered safe by dropping kerosene over it producing a kerosene film.

Thrift

Americans are said to be the most wasteful people in the world; every good American should try to help remove this criticism. The high cost of living is due, in part, to too much waste. For instance the demand for gasoline is now far in excess of the supply; yet thousands of gallons are wasted each day by people who let their automobile engines run while the automobile is standing still.

Thrift does not mean simply the saving of money. It is well for children to start a savings account but that is only one way of being thrifty. Thrift means that a person buys only what he needs and that he gets his money's worth. It means that he does not waste food, clothing, paper, matches in fact anything of value.

It is easy to get children to sympathize with the thousands of little people in Europe who do not have nearly enough to eat or wear.

They will be interested, too, in the privations of the poor people in our own large cities. The newspapers are continually complaining about the shortage of paper. Other instances of the shortage of food, clothing, gasoline, etc., may easily be collected. The children will then be ready to consider such matters as throwing away slices of bread, pieces of

meat or any other food; unnecessary wear on clothes; wasting tablets and composition books; and the auto that "runs" while standing still. The price of potatoes last year is a strong argument for home gardens.

The trouble with our attempts to teach thrift, safety first, kindness to animals and other most laudable ideas is that we have "preached" to the children, talked to them in a "goody-good" way and used a great many "Don'ts." Preaching is not very effective in school; "goody-goody" talk is resented very, very early in the grades; and "children, like plants, often tend to grow against an obstruction." The best method of inculcating any of these movements is to present the facts, let the children discuss them, and form their own conclusions. Once they have decided that a good American will not waste food while thousands of people are starving, they will cease throwing away good bread, butter and meat.

However, they must not think of little crumbs fed to the birds as waste; this is an investment. The birds will pay it back a thousand fold by destroying insects.

The greatest waste of all is our waste of time. In most of our villages and small cities men may be seen around livery barns, in pool halls, and on the street "killing time." Even in school many, many hours are wasted. Children may compute the time wasted in a room of 30 pupils if one pupil is tardy every morning causing a slight disturbance resulting in the loss of one minute on the part of each pupil in the room. In the same way they may compute the total time lost because one pupil has not prepared her lesson; also because of mis-conduct of one pupil that stops the work of the school for a minute or two. These problems should be presented as impersonally as a problem from the arithmetic; and, above all, the "moral" should not be developed by the teacher.

Kindness to Animals

We like to think of America as standing for the rights, not only of people, but also of animals. In most of our cities there are humane societies which strive to prevent cruelty to animals. Laws are enacted in many states prohibiting cruel treatment and neglect of animals. Our own state requires that instruction shall be given in all schools on kindness to animals and that at least ten minutes a week shall be given to this work.

One of the very best ways of complying with this law is to interest children in horses and dogs and then refer them to theintensely interesting stories, "Black Beauty" and "Beautiful Joe." The weekly ten minute period for several weeks can be spent in discussing these stories.

Once their interest is aroused, children will delight in collecting stories about horses, and dogs—showing their usefulness, faithfulness, intelligence, and desire for kind, sympathetic treatment. Stories of the performance of trained animals and of the reindeer, camel, St. Bernard dog and driving dogs will accumulate rapidly.

The children may observe animals at home and report on their habits, peculiarities, and acts indicating intelligence. They may also report on any cases of cruel treatment they have observed. Little need be said about what should or should not be done by the children; they will decide for themselves. The main thing is to present data on which they can form a judgment. Boys especially are little affected by “sissy talk” and “Don’ts”. Knowing that one rat is said to destroy one dollar’s worth of property every year; that rats spread disease, notably “The Black Plague”; and that cats are the worst enemies of rates and mice, they are likely to cease teasing kitty. They will be interested in such questions as these. Why are cats kept in postoffices? Why, in a large city in China, does the law require each family to keep a cat?

Protecting Birds

The children can easily be interested in the songsters and in birds of beautiful plumage; but they can also be interested in the many ways in which birds aid the farmers and fruit-growers. The work of the birds in protecting trees from injurious insects is too little appreciated.

Once the children’s interest is aroused, it is sure to take the form of action. Bird houses may be made in the vitalized agriculture work. Birds will be fed in winter when their supply of food is often very short. The morale of the school will prohibit the killing of birds and the robbing of their nests. The result will be not only more birds but also more considerate, kindly children with enlarged social interests.

Public Welfare Work

It is rather hard to suggest definite positive work children can do for the public good. There are many things they should not do; they should not mar or deface school property, misuse free textbooks, endanger the safety of playmates or play rude jokes on others. It is not so easy to suggest positive social action.

However, some of the ordinary tasks of school life may be enhanced in value by giving them the glamour of serving the public weal. The boys who bring a pail of water for the use of the school perform a public service. Cleaning up the school grounds—and keeping them clean—is service for hu-

manity. Monitors may be made to feel their responsibility to a greater extent if they recognize their work as public service.

Little acts of thoughtfulness may be given more prominence. Children like to report on things worth while they have done. They might report, for example, on glass or stones removed from automobile roads, watering a thirsty horse, calling a driver's attention to some defect in his car which may cause trouble, giving a ride to some pedestrian or helping people in any other way. Children should practice giving specific and definite directions to tourists, writing addresses (with return address) on envelopes **very plainly**, correctly, and fully including street address, and calling and answering calls on the telephone. In fact many adults need to learn that the answer to a telephone ring is not "Hello" but "—— talking" giving your name. Then too since we teachers are responsible for the child's reading "3,287" as "three thousand two eighty-seven" we ought to tell them that, in actual life, people usually say "Three-two-eight-seven." This is especially true in the telephone service. Children may practice introducing people, pronouncing names very distinctly. The little rules of table etiquette are really social regulations.

Newspaper Reading

Some finnickty educators decry the American newspaper as an educational factor; but this is about the only kind of newspaper available in a nation that is pre-eminently a newspaper-reading people. It is ridiculous to discourage the reading of newspapers; instead we should encourage discriminate reading of them. It is safe to say that some of the applicants for teacher's certificates are not newspaper readers. One writes "Henry Ford was the man who shot Lincoln." Another, "Ella Flagg Young was a famous aviator who was killed on the front line in France." Another accused Jane Addams of "starting Hell House" in Chicago.

Recently the writer attended the State Editorial Association in South Dakota. It seemed to him that this gathering represented the highest level of general intelligence, public spirit, professional ethics, and business courtesy of any association he has yet attended. It is sheer nonsense to talk of such men, or their newspapers, being a menace to children.

Every issue of a paper contains material for a lesson in civics. One of today's South Dakota papers has the following. "State College Attacks Barberry Bushes in Roberts County to save Wheat Fields." (Showing benefits of government). "Three of Amundson's Arctic Explorers Thought Lost." (Meaning they have sacrificed their lives for science).

"Former Aberdeen Lady Killed by An Automobile While Crossing Street." (Teaching Safety First). "Baby Dies of Measles." (A preventable disease). "American Legion Meets at Watertown." (Recalling their sacrifices for us).

This paper also gives current prices of farm products; standing of baseball teams; report of Sir Thomas Lipton's fine sportsmanship on being defeated in the yacht race and many other items of social significance.

Junior Red Cross

Charles Schwab, one of the most successful business men in America, says that the Aristocracy of Birth and the Aristocracy of Wealth are out-of-date and that the aristocracy of the future will be an Aristocracy of Service. If this hard-headed businessman is right, and we wish to fit our pupils for the new Aristocracy of Service, the work of the Junior Red Cross should be perpetuated.

Occasionally we have heard teachers regret the "loss of time" involved in the activities of the Junior Red Cross, Thrift Clubs and Garden Clubs during the war. Such teachers fail to see that one of the great benefits of the war was the civic training through service afforded by these organizations. To regret time spent on such organizations is analogous to regretting the time the physics or chemistry class spends in the laboratory or the class in agriculture spends in testing seed corn or milk. Such activities make the pupils realize that they are real factors in community life, it makes their work in civics FUNCTION and gives an opportunity to LIVE as patriotic Americans.

The Central Committee of the Red Cross has decided that this training is too valuable to be discontinued; hence the Junior Red Cross is to be perpetuated. It gives the children a means of expressing the ideal of Service and helps to make them feel the part they NOW play as citizens of the great republic and members of the great human family. It seems absurd to say there is no further need for the Junior Red Cross when heart-rending tales come to us from Europe of children dying by the thousands of starvation. Aside from any humane feeling, it actually pays in educational returns to perpetuate this work. How much more does geography mean to the pupil who can feel that part of his membership fee in the Junior Red Cross goes to help the suffering children of Poland or Armenia, the orphans of France or the destitute people of Syria. Manual training needs to be motivated and this is accomplished by making things for Christmas presents for the needy. Letter-writing becomes a pleasant task when inter-school, perhaps inter-national, correspondence motivates it.

The Junior Red Cross organization proposes to work out a plan whereby educational authorities may give some sort of recognition to services rendered by young citizens. The form which this recognition will take has not been determined but will be in the nature of a community acknowledgement of meritorious work rather than a material prize. It probably will resemble the reception given in many places to men who have been naturalized and the formal recognition of young men about to cast their first vote, advocated by the American Legion. This recognition will be extended only to individuals or classes that have rendered a distinct public service after a definite course of preparation just as degrees in the Boy Scout organization are conferred.

If this plan works out, why should not South Dakota be one of the leading states in fostering this new "Aristocracy of Service"? Anyway the ideals and practices of the Junior Red Cross are worthy of being fostered in the schools of South Dakota.

Boys and Girls Vocational Clubs—The County Agent

The benefits derived from such organizations as the boys' corn club and the girls' canning club are conceded by all familiar with the work of these clubs. The national government encourages these clubs in every way possible. Many teachers do not seem to appreciate the fact that the county agent may be a great help, not only in organizing clubs, but in helping school and community service in various ways. He can render valuable help in community programs and in preparing exhibits for county and state fairs. Invariably he is a man imbued with the spirit of service—a county official whose sole aim is to help the people. Definite, tangible progress is made in practical citizenship when a girls' canning club or a boys' pig, corn, or potato club is organized in a community; and the county agent, or the club leader if there is one, is just the person who can render invaluable service both in organizing these clubs and helping them after they are organized. When a home economics director is employed teachers should avail themselves of her services. The county agent, the club leader, and the home economics director are primarily public servants who are ever anxious to be of use in every community in the county.

The County Nurse

The work of the county nurse has been repeatedly emphasized in this bulletin. It is the county nurse who introduced the "Health and Happiness Club." She has been a kind of guardian angel in spreading the doctrine of Safety First, First Aid, Sanitation and Hot School Lunches. She

has helped to teach us the deadly insidious work of the fly and mosquito and has led in the war upon these enemies of mankind. There is probably no teacher in the county who advances the total educational progress of pupils to the same extent as the county nurse if we consider the number of children rendered FIT to study by the correction of eye, ear and throat defects, improving conditions under which they work, and introducing hot school lunches. The county nurse deserves the hearty co-operation of teachers and parents. The teachers can help by leading the children to look upon the anticipated visit of the county nurse with pleasure.

Traveling Libraries

One wonders sometimes whether teachers know that a free traveling library of fifty books may be had for the asking by writing the State Field Librarian, Pierre. Certain preliminary conditions must be complied with and express charges must be paid both ways but otherwise there is no charge. Merely suggesting the idea of getting a traveling library to a live grammar grade class may result in the installation of a library. The next civic work of the pupils should be advertising the library in the homes thus creating a demand for the books.

Teachers may also call upon the field librarian for books on special subjects and for aids in preparing debates and programs. A civic lesson is involved in the mere asking the state to help the school; it impresses the children with the benefits that government confers upon us. In fact if we would use the privileges which the state affords more we would be helping directly in the development of an appreciation of government. The school that is receiving bulletins from the State College, the United States Department of Agriculture and the Bureau of Education is likely to feel that it is a part of the government. Children who receive copies of the report of the State Board of Health, and bulletins from the State Fire Commissioner are likely to feel that they COUNT in helping these departments. A valuable lesson in civics as well as in hygiene is learned by a class that sends a sample of the water used in school to the State Sanitary Commission at the State University to have it tested free of charge. Incidentally the children may be told that the Commission will test, absolutely without charge, sample of sputum, blood, etc., to determine whether there is any evidence of a contagious disease. Such work gives the children the true conception of American government—a social agency designed to protect and serve the people who created it, an agency that is continually asking us to co-operate with it in the interests

of the common good. Practical civics is concerned mainly with those officials from whom we may receive assistance, advice, and inspiration rather than the machinery of the national government. Patriotism, like charity, begins at home and expands through ever-widening circles until it takes in the school, school district, city, county, state and nation. The citizen who has not evidenced civic pride and community consciousness in his home town, no matter how small it may be, is not likely to be called upon to use his knowledge of the practical work of Congress and will probably never be called upon to take the President's oath.



PEACE-TIME HEROES

The fundamental object in all work in vitalized civics is to get the children to realize that they are citizens of the United States NOW, citizens who are called upon to play their part in the great republic just as truly as were the soldiers at Chateau Thierry. This is a difficult thing to do; first, because, in the past, we have taught as if school were a preparation for life instead of life itself; and second because the great heroes whom children usually admire are men who have played their parts in exceptional situations—in war, in the president's chair, or in congress.

It seems as if something would be gained if the children were to learn to know some of the great men and women who have distinguished themselves in peace times and outside the domain of politics. "Modern Americans", a book published by the Laurel Book Co., Chicago, gives an interesting account of some of our peace heroes.

Boys especially will be interested in the story of Thomas A. Edison. They will feel that Mr. Edison was a very human sort of a boy, when they know him as the son of a poor laboring man and a pupil who did not get along at all well at school. Their interest will increase when they learn of his experiences as a newsboy, especially how he sold 1,500 papers containing an account of the battle of Shiloh. His success as a telegraph operator will appeal to them and finally the story of his wonderful inventions. Surely the man who has made so many people happy by his invention of the incandescent light, the phonograph and many other articles, deserves to be recognized as a hero.

The story of Alexander Graham Bell is intensely interesting. He came from a family of voice teachers; but his work was with the deaf and dumb. He studied hard trying to find some way of helping these unfortunates and finally introduced the method of teaching them to "listen" by watching the lips of the speaker and to learn to talk the same way. He married one of his pupils, Mary Hubbard, who helped him greatly in his work. Then the thought came to him that he might make an iron ear that would catch the vibrations carried to it from another sensitive iron disk by means of electricity. His first crude telephone was presented to the Centennial Fair at Philadelphia in 1876. The judges were about to ignore him when a Brazilian gentleman became interested and persuaded them to enter the curious machine; it became the wonder of the great fair. The writer saw Mr. Bell—a tall fine looking man with gray hair and beard—and heard him tell the story of the telephone. How little we think, when we

use the telephone of this kindly teacher of the deaf who made the first telephone out of an old cigar box, 200 feet of wire and two magnets taken from a toy fish pond. Surely Mr. Bell is entitled to be called a hero.

Do the children know Luther Burbank? Do they know that once when his name was mentioned in the Capitol at Paris, the whole Chamber of Deputies rose as a tribute of honor? Do they know how much he has done, not only for our country, but for the world? They will be interested in the little child who had plants as playthings and a cactus for a doll; in the bashful, retiring, serious pupil who was afraid to speak pieces in school; in the discontented factory boy, and the happy truck gardener. The Burbank potato alone which he developed, his "first invention," is said to be worth \$13,000,000 every year to the United States. They will follow the boy from Massachusetts to California carrying ten of his precious potatoes and read with interest his spending his last 75 cents for a hammer to use in shingling a house. Weak from disease, penniless, and without sufficient food, Mr. Burbank began his wonderful work in California. By this time the children will be ready to study the great contributions that he has made to us all, this kindly, frank, kind-hearted hero of plant life development.

Henry Ford is another illustration of the fact that, in America, a man may be born poor and become anything that his abilities will enable him to attain. The children will be interested in his first "gas wagon" and how the people of Detroit made fun of him. Now his great factory turns out a thousand automobiles a day. About 15,000 men are employed in this factory. It may help to get the boys to feel that it is not "sissy-like" to be kind to birds, if they are told that Mr. Ford has about 200 bird houses which he heats by electricity to keep the water for the birds from freezing. A study of Henry Ford is well worth while.

Do the children know and admire George W. Goethals, the man who directed the greatest public work ever accomplished, the Panama Canal? Surely Mr. Goethals is a hero worthy of our admiration. And no less truly does Dr. Gorgas, who died in the year 1920, deserve a place in the list of American heroes. This wonderful doctor who discovered that the mosquito was the carrier of yellow fever germs and found ways of getting rid of him, thus making it possible to dig the canal, ranks with Mr. Goethals. Perhaps if Dr. Gorgas were as much of a hero with us as General Grant, we might practice his principles more and get rid of our own flies and mosquitoes.

Other peace heroes written up in "Modern Americans" are James Whitcomb Riley, the Wright Brothers, Robert E. Peary, William Jennings Bryan, Ben Lindsay, John Mitchell, Andrew Carnegie, Ernest Seton-Thompson, and John Wanamaker. The ladies told about are Clara Barton, Helen Keller, Jane Addams, Maude M. Booth, and Anna Shaw. Out here we are very much interested in "Jim Hill" the Empire Builder; and we have some state men who may be counted as heroes. The enthusiastic study of such men and women as these cannot help but result in a feeling that heroes are not confined to war and government.

Besides the heroes of peace recognized as national characters there are incidents recorded almost every day in our newspapers telling of heroes whose names are soon forgotten. By calling the attention of children to certain occupations which contribute most of these hero stories, we may get them to realize that heroism is not confined to the battlefield.

The city firemen with their trained horses and fire engines dashing through the streets appeal to the dramatic instinct quite as much as a cavalry charge. Heroic action of firemen in rescuing people from burning buildings is of almost daily occurrence. Scarcely any serious fire occurs that does not have its story of suffocated firemen, or fire-fighters injured or killed by falling walls.

The policeman is the most familiar personification of law, safety, order and government. He should appeal to the children as their best friend—not as a man to be dreaded as some parents lead their children to believe. If children would think of the policeman as a kind of guardian looking after their interests and those of their parents it might result in a greater respect for law when they are grown up. The picture of the policeman going about at midnight trying the doors of business places, to be sure they are locked, watching for the first sign of fire, ready to protect us from burglars, pickpockets and thieves; or of the traffic policeman standing for hours in the hot, dusty, crowded street guarding against accidents, answering questions, warning children of coming automobiles, and helping the weak and old—such pictures are sure to result in a more sympathetic attitude toward the representative of law that the children know best. Then there are the stories of policemen who risk their lives in arresting desperate men, rescuing children from in front of cars and automobiles and facing crazed mobs bent on taking the law into their own hands which will appeal to children who are passing through the chivalric stage of development.

Few of the children—or adults for that matter—think of the telephone girl as a heroine; yet she has frequently proved

herself read to sacrifice her life that others might live. True stories are told of telephone girls in large hotels who, when a fire was raging, stuck to their switchboards warning guests until the wires melted and they could work no longer. In a recent flood on the Ohio, a telephone girl remained at her post, warning the people farther down the valley of the coming flood until it seemed her last chance of escape was gone. Last winter during a terrible storm in a great city, the telephone girls were about the only workers that reported in the downtown district; some of them walked long distances through deep snow. They knew there would be calls for doctors which must be attended to or someone would suffer. During the influenza plague, telephone girls worked long hours, often when they themselves should be receiving treatment. In a burning factory, a telephone girl resisted every effort to get her to leave her post; blinded with smoke and her hair singed, she said to her friends; "Don't you see I am busy? I am going to stay until every room is notified; if you leave me alone I can work faster and get through sooner." A little sympathetic study of the telephone girl and her work may prompt children to be more thoughtful of this faithful worker who receives so much abuse that she does not deserve at all.

Then there are the doctors and nurses, responding to calls all hours day and night and often risking their lives in fighting contagious diseases. Often they work terribly long hours as in the case of the influenza epidemic. Just as thrilling stories are told of their work here at home as of their work overseas. Perhaps no class of workers have a higher conception of professional duty than physicians, surgeons and nurses; and this is as true in South Dakota as it was over in France where Dr. John McCrea wrote "In Flanders Field"—and where he himself now lies in a grave "where poppies grow."

Heroines are not unknown even in the teaching profession. Our own state has more than one story of a teacher who risked her life to save her pupils in a terrible blizzard. One month's reading of a newspaper is almost sure to result in finding an account of a teacher who acted the heroine part in a burning school building. The postman, though not a hero may be recognized as one of our most faithful public servants.

Nor are heroes and heroines always grown-up people. At least once during the year, we read of the girl who plays the piano at school acting the part of heroine. When the fire alarm is sounded it may be she who prevents a panic by going to the piano and playing the regular school exit march until

every child is safe. Sometimes we hear of her dropping from the stool overcome with smoke and being rescued by the firemen. Then, every summer, we read of many cases where children risk their lives trying to save companions from drowning.

The last step is to get the children to see that all of us may imitate the hero in at least one particular—by simply doing our duty. After all, that is what the hero does—only he risks his life in doing it. Here is where we are prone to “preach” or talk “goody-goody talk” to the children. Some way we must avoid both and yet get them to see that every day, right on the playground and in school, there are occasions that call for just a little of the hero spirit. On the farm, on the road, and on the street, in the schoolhouse, the store, and the postoffice there is abundant opportunity to serve unselfishly, to do one’s best, to be thoughtful, considerate, brave, persevering, honest, truthful, patriotic and loyal.



THE BOY SCOUTS, CAMPFIRE GIRLS AND GIRL SCOUTS

Active membership in one of these organizations may do more towards developing a loyal, intelligent and dependable citizenship than a year's work in textbook civics. A boy scout realizes his present status as a citizen, assumes its responsibilities, not waiting until he is "grown up". The Boy Scouts is essentially a patriotic organization and is recognized as such by the American Legion; but it is more than this. Its principles emphasize those qualities which enter into the character of an active, public-spirited Christian gentleman.

The American Legion bulletin on Americanism says of the Boy Scouts. "They aim to teach the boys to love their country, to obey its laws, to hold high ideals and to be active in helping the community and the individual. Work with boys and girls in school and in play is fundamental. It is fundamental because it trains them to be good citizens before they have had an opportunity to be bad citizens."

"As to the activities of the Scouts, it is more than organized play, more than training in mechanics, electricity and other useful arts. It teaches personal health and physical development, civics and honor, and it does all in a way to stimulate the boys' interest."

Wherever possible a Boy Scout organization should be formed. The difficulty is not getting the boys interested but in getting a capable scoutmaster. This position is not altogether a philanthropic one; it develops leadership, is pleasant healthful and inspiring.

There are about 400,000 boy scouts in America. Anyone interested in forming a branch of the order can obtain suggestions from Boy Scout Headquarters, 200 Fifth Ave., New York. The local American Legion may be able to give valuable assistance. Some of its members may have had training that just fits them for the work of scoutmaster. Businessmen invariably may be relied upon to back a Boy Scout organization financially.

Some idea of the far-reaching effects of the Boy Scout training may be gained from the Boy Scout Laws. These are the principles and rules governing the Boy Scouts:

A scout is trustworthy.

A scout is loyal.

A scout is helpful.

A scout is friendly.

A scout is courteous.

A scout is kind.

A scout is obedient.

A scout is cheerful.

A scout is thrifty.

A scout is brave.

A scout is clean.

A scout is reverent.

A scout agrees to do at least one good turn for someone every day.

All that may be said in favor of the Boy Scouts applies also to the Campfire Girls and the Girl Scouts. Members of these organizations get a training that tends to develop reliant, capable, healthful ladies with firm convictions on fundamental principles of life. The girl who learns to love the great out-of-doors, who listens to the voices of the stately trees and the songs of birds and feels the weird bigness of the prairie is not likely to become an inveterate movie devotee nor be wholly satisfied with jazz music. A girl who marvels at Nature's dress of green, the delicate petals of the flowers and the myriad forms of the leaves may have more confidence in the natural beauty which she possesses.

Last March at the Superintendents' Conference at Cleveland perhaps the strongest impression of Cleveland's hospitality was made by the Girl Scouts. They seemed to be everywhere in their natty kahki uniforms, accepting no tips and seeking opportunity to serve. Never bold or obtrusive, they probably did more to advertise Cleveland than its Chamber of Commerce on that occasion.

On talking with two of the Girl Scouts, they said their particular organization was fostered by their church. In regard to the cost of uniforms, they said that while the first cost seemed an extra expense, the material wore so well that it really resulted in a saving in clothing expense. When asked if children of the Slovak or Italian families were permitted to join they said somewhat emphatically that no racial lines were drawn. "It wouldn't be American to shut out any girl who wants to join and who lives up to our rules," they said. They were full of enthusiasm over an outing that they were to have the following week—a hike of fifteen miles (with rest periods), a few days joyous camping, and then a ride back to Cleveland in the trolley cars. They seemed to be exceptionally strong, healthy girls—healthy in body and mind. They did not claim any superiority over the Campfire girls simply saying that "it just happened" they were more interested in the Girl Scouts when they organized.

In many places, a branch of the Campfire Girls or the Girl Scouts may be organized more easily than a branch of the Boy Scouts. The teacher with initiative and confidence in herself, by reading up on scout-craft, may prove a very successful scout leader. Many by-products will result from such an organization; for one thing discipline in school disappears as a problem.

PUBLIC SCHOOL ATHLETICS

There is no question but that school athletics, carried on in a true sportsmanship manner, fosters school and community spirit, tends to develop strong, healthy boys and girls, inculcates sound principles of social action and indirectly trains in unselfish service. It seems almost unbelievable that unfair and deceptive methods should ever be tolerated in inter-school games, thus frustrating the primary purpose of athletics. Pupils may be led to admire Sir Thomas Lipton as one of their great athletic heroes—a man who can take defeat after defeat with a smile, a cheer for his opponent, and a determination to “try again.”

There seems to be a great opportunity to develop true sportsmanship of the Lipton type in inter-school athletics. An occasional cheer for the opposing team, a grim smile and renewed determination to win when the umpire makes an “unfair” decision, courteous treatment of the visiting team, and a frank admission that the best team won are some phases of our games that might well be more frequent. A cheer for the boy who makes a “sacrifice hit” may be in order as well as for the player who makes a home run.

Occasionally the accidents of football and basketball are used as arguments against these games—sometimes by people who go hunting or “joy-riding”—sports that are far more disastrous than football. If care is taken to arrange games only between teams somewhat evenly matched and if schools will develop an athletic spirit that simply will not stand for “slugging” or any other effort to put a player out of the game, accidents should not be serious or frequent. The vital test of a school on at least one characteristic Americanism “fair play,” or, as Roosevelt called it “the square deal,” may well be applied in a close inter-school game—especially between old rivals. “Hit the line hard—but play square,” is Roosevelt’s advice in games and in life. Encourage athletics—but of the right kind. Tell the story of Sir Thomas Lipton in such a way as to arouse the children’s admiration for this sportsman who, whenever he DOES win the yacht race cup, will be cheered almost as heartily in America as he will in Britain.

Something should be done, must be done, for the pupils who do not make the first, or even the second team. Every teacher should have a text on school games and see to it that the boys and girls not playing on the regular teams get their share of exercise and the training that comes from group playing by suggesting less strenuous games that larger numbers may play. Playground apparatus partly solves this problem—but only in part. It is an essential part of school

equipment, however, especially in rural schools where it is impossible to organize an evenly matched team—much less two teams—in any of the inter-school games. Volley ball, Dodge ball, long ball, indoor baseball, arch ball, pass the hoop, black and white and all-up relay are some of the games that may be played by pupils of varying ages and by relatively few or many pupils. On passing a village school last fall, the writer saw the principal, an ex-service man, giving the boys of all ages “setting-up exercises” which they seemed to enjoy thoroughly. The teacher who realizes that a select group of pupils has no more right to monopolize the athletics of the school than it has to monopolize the work in history or arithmetic will find some way of providing games for those who do the cheering at the inter-school games.

“But”, someone says, “is this civics or patriotism?” Yes, emphatically, it is. Where can there be more effective training in self-control, unselfish sacrifice for the group, practice of the square deal, developing strong, vigorous, healthful boys and girls, co-operation, school and community spirit, and high moral tone than on the athletic field? But in order that these be developed, the wish to win must be subordinated to the best interests of the children—and the moral code.

ONE DAY OF APPRECIATION IN AMERICA

On awakening one morning in the Hotel "St. Charles" at Pierre I glanced out the window and saw a policeman in the dim morning light. I knew he had been at work all night, guarding homes against burglars, directing travelers who came in on trains, trying the doors of business places to see that they were locked and watching for fires. I was impressed with the thought that the government watches over us even when we sleep and resolved to note every instance that day which evidenced protection or benefit which we receive either from the United States, the state, or the city.

On going to the window I noticed across the street a United States Weather Bureau flag telling the people that the day was going to be "fair and warmer." While this meant little to me, I knew that the Weather Bureau saved the lives of many people at sea, caused the California fruit growers to start fires in their orchards when the flag said "frost", told Montana sheep growers by its "storm" flag to gather in their flocks and helped guide men in the coal, ice, and shipping business.

I turned on the electric light, a city convenience. Then I turned on the water from the city water system to wash myself. After washing, I pulled out the plug in the basin, allowing the water to flow into the city sewer system.

On putting on my collar I noticed that it was patented by the United States Patent Office. This reminded me of the book I had been reading and, on looking it up, found that it had been copyrighted in the United States Copyright Office.

A placard on the door told me that the hotel had been inspected and approved by the State Hotel Inspector; and another card directed me to the fire escape, installed in accordance with state law. On entering the elevator, I found it, too, had been inspected. On the table in the office I noticed the register which the state law requires all guests to sign.

I bought an Argus Leader at the desk and found several items telling of how government helps us. There was a warning to hunters that they must wait until September 16 before shooting game; a story of how the State Agricultural College had helped the farmers of Roberts county by discovering and destroying barberry bushes thus preventing wheat rust; and an account of a bank failing whose depositors would not lose one cent, although the liabilities were \$500,000, because they were protected by the Bank Guaranty Law. It also contained a report of the adoption of the 19th amendment to the United States constitution by Tennessee. Since Tennessee was the 36th state to ratify the amendment, it was made a

part of the constitution. I thought "what a wonderful country ours is that permits even its fundamental law to be changed when the people demand it."

I went into the dining room for breakfast. I knew that the State Food and Drug Commission had inspected it and that the fruit, meat, bread, and butter I might eat had all been subject to inspection.

In the dining room were a hail insurance man from the State Insurance Commission, a state fire marshal who had just inspected some business places in Aberdeen, a teacher who had just received a certificate from the State Department of Education, and a deputy from the State Sheriff's office who had been out enforcing the automobile laws.

After breakfast I handed the clerk a little piece of green paper which the United States had stamped "\$5." and he returned me \$4.50 in silver coined at a United States mint. I wondered what we would do if the government did not provide us with money in convenient form.

I then went to a barber shop to get shaved and noticed a certificate nicely framed, stating that the shop had been inspected and approved by the state. On the wall there was a poster issued by the State Fire Marshal warning against carelessness in the matter of fires and another calling for enlistments in the United States army.

On leaving the barber shop, I crossed the street to a drug store but even while doing this the state seemed to be guarding me. A sign in the center of the street warned autoists to "Keep to the Right"; automobiles were running rather slowly to comply with the city ordinance fixing a fifteen mile limit; and every auto had a number issued by the Secretary of State to protect the owner from thieves and the public from careless drivers.

The first thing I noticed in the drug store was a framed certificate stating that the druggist had been examined by the State Pharmacy Board and found to be competent to run a pharmacy. Various bottles and packages boasted that their contents were approved either by the United States or the State. The candy was protected from flies in a glass case, as required by law; cigar boxes bore stamps from the United States Internal Revenue Bureau; and a card notified customers that a tax of 10 per cent must be paid on fountain pens. A little girl came in and bought some ice cream paying 10 cents for the cream and one cent United States tax.

I then went to the United States postoffice to get my mail and post some letters. I put a two-cent stamp on letters addressed to Sioux Falls, Seattle, Boston, and Moose Jaw, Saskatchewan; but I put a 10 cent stamp on one addressed to

Minneapolis which I wished to be delivered by a special messenger. I then bought a money order for a few cents and registered an important letter to Chicago by paying 10 cents extra. I noticed a Pierre high school girl deposit \$2 in the United States Postal Savings Bank; and a little boy send a package almost as big as himself by parcels post.

I then went to the depot and while waiting for the train I read some of the posters on the walls. One stated that the United States would punish very severely anyone who would break into a box car or steal anything from the same. Another poster warned passengers against throwing lighted matches or cigars out the window lest they might start a prairie fire. I bought my ticket; but I did not need to pay the 8 per cent war tax as the United States does not tax a state, or a state official.

On taking the train it seemed that both the United States and South Dakota were guarding me on my trip. I knew that the train crew had not been over-worked nor had they gone without sleep for a long time for the United States forbids trainmen to work for more than 16 hours at a time. A car inspector was testing the wheels of the coaches just as I got on the train. I knew that the State Headlight Law would help protect me from accident at night. I noticed that paper cups were provided in accord with the state law which forbids the common drinking cup. A card warned me to keep off the platform while the train is moving and another to keep luggage out of the aisles so people would not stumble over it. I knew, too, that the railroad company would try to avoid accidents; for if I were hurt through its fault I might collect a large sum in a damage suit in the state courts.

At Huron I noticed a large sign reading "Office of the United States Department of Labor and the State Immigration Bureau." This office helped the farmers to secure men to harvest their crops. I stayed a little while at Huron and then took the train for Aberdeen. Just before leaving Huron the brakeman came in crying "This train goes to Redfield and Aberdeen" to make sure that no one had taken the wrong train.

As I rode along I noticed many splendid farms. I could not help thinking of how the United States had given this land, now worth from \$100 to \$200 per acre, FREE to homesteaders or had sold it for only \$1.25 an acre to people who had "proved up" in fourteen months. Then I thought of how, in other countries, the "upper class" had held the land and rented it to tenants in small farms which never enabled them to "get ahead" as even our tenants may in this country.

Occasionally I would see a fine herd of cattle or horses; and I knew that the state was protecting them against contagious diseases by inspecting cattle shipped into the state, and even herds in the state suspected of being infected. I knew, too, that if certain contagious diseases were found in a herd, all cattle exposed to it would be killed; but the state would pay the farmer half what the cattle were worth.

Just as we entered Aberdeen I noticed the State Normal on which the state had spent many hundred thousand dollars to provide education for those who aspired to be teachers. Here about 800 young people were attending school with scarcely any expense for instruction; and the state maintains three other normals, a university, an agricultural college, and a school of mines with little cost to the students.

At the depot in Aberdeen, the bus drivers were making a great noise; but I walked a few rods to the street car for I knew that the city ordinance provided that on it I could ride down town for five cents. The street car stopped before crossing the Great Northern tracks. The conductor got off, walked ahead to the middle of the railroad track and then signaled for the motorman to go ahead. Now, anyone could see that no train was coming; but the city and state want to make SURE and require the conductor to do this. A sign in the front of the car read "Do Not Talk to the Motorman." Another asked passengers to "Please Help Prevent Accidents." The motorman rang the bell and slowed up at each street crossing. I could not help thinking that if the people tried as hard to prevent accidents as the United States, the state, the city and even the railroad and street car companies, there would be fewer accidents.

On the street automobiles were passing up and down but all had lights as required by law. A policeman was standing at the corner ready to help anyone needing assistance. Workmen were cleaning the street which meant less sickness for the city. Pool halls and movie shows were closed as the closing hour fixed by the city ordinance had arrived. The city except, on Main Street, was asleep, reasonably sure that "All is well." I thought of the millions and millions of Americans who had enjoyed the same benefits and protection that I had and wondered how many of them ever stopped to appreciate the blessings of government.

How seldom do we reflect on the privilege of being Americans. No where else in the world is there so much individual freedom, so many opportunities, so little class distinction or so few obstacles in the way of success. No other government places such reliance upon its citizens and leaves them free to work out their own destiny. As I walked up the

street I thought of the prosperity and progress of South Dakota cities, less than fifty years old, and compared them with cities I had seen in France over a thousand years of age; and I could hardly keep from saying out loud "Thank God I am an American."

UNITED STATES NATURALIZATION BUREAU

This bureau has co-operated with this department in establishing evening schools and furthering Americanism, particularly Mr. Greeley, field agent, and Mr. R. S. Coleman, Chief Naturalization Examiner. Teachers may secure copies of the Government Student's Text without charge by writing R. S. Coleman, Chief Naturalization Examiner, St. Paul, Minn. This text will be very helpful in civics and particularly in a study of the President's Cabinet.

THE AMERICAN LEGION, DEPARTMENT OF SOUTH DAKOTA

This organization heartily endorses the work in Americanization and co-operates with the department of education in working for better educational facilities and a 100 per cent Americanism. It has established the policy of having a county Americanism committee in every county in the state composed of the post commanders in the county. It will also secure the services of a Legion Americanization Director, to aid in carrying on the work in Americanization and Americanism.

Teachers will make a serious mistake if they do not call upon the local post of the American Legion for help in getting up programs for special days, especially Armistice Day. The local post may also be able to help in the matter of attendance of children at school, securing a flag and flag pole, organizing a night school, and in various other ways.

Y. W. C. A. INTERNATIONAL INSTITUTE

This organization is co-operating in Americanization work by sending a trained worker into South Dakota who will devote her entire time to home and social Americanization work. The Institute Director for the North Central states, Miss Bertha Clark, will also spend some time in this state. Miss Clark is considered one of the best home workers in the United States.

AMERICANIZATION EVENING SCHOOLS

America was startled during The Great War by the discovery that millions of people are living in America who have never sworn allegiance to this nation; they have not acquired our language, know little or nothing of our history or government and are referred to by "Old-line Americans" as Italians, Greeks, Roumanians, etc. To remedy these conditions, Americanization work has been undertaken in many communities. In 1919, the legislature of South Dakota passed an Americanization law, making the evening school a part of the public school system.

This law provides for the establishment of evening schools to be in session four evenings a week for twenty-five weeks each year. Reading, writing and speaking English and the fundamental facts and principles in American history and Civics are taught in these schools. The schools are intended for people between the ages of 16 and 50 years of age who have never had opportunity to learn English; however, the first year a number of men over fifty years were enrolled. Attendance of young people between the ages of 16 and 21 who have not finished the fifth grade is made compulsory. This provision is really applicable to only six or eight counties, for in other counties there are not enough of such young people in a community to organize an evening school.

It should be borne in mind that, in the main, the evening school is for adults. Of the 625 people enrolled the first year, 490 were over 21 years of age. Of the 135 young people in attendance not more than 35 were induced to attend because of the compulsory feature of the law. Compulsion is not in accord with the Americanization spirit. No other nation has been so successful in assimilating foreign peoples as America; yet, it has used less compulsion than any other in the nationalizing process. True, we now have about 10,000,000 aliens and 8,500,000 people who do not use our language; but we should remember that 33,000,000 people have come to us from Europe since Washington's time and that, for the decade 1904-1914, immigrants came at the rate of 1,000,000 a year.

Americanization is not an anti-foreign language movement; instead Americanization workers, as a rule, are anxious to acquire the language of the people among whom they work. English, however, is the language of America. Every American should be able to speak, read and write the language of this country; otherwise, we shall have misunderstandings. Mr. Roosevelt said that nothing will bring about America's destruction more certainly than to have little racial groups scattered over the country. "There is no such person as a

hyphenated American. A person cannot be an Irish-American, Scandinavian-American, English-American or German-American. An American must be an American and nothing else." Unless we can unite all our people by means of common language, literature, ideals, loyalty and understanding, every cablegram telling of national hatreds, jealousies, and rivalries in Europe will arouse like feelings here; we shall be swayed, not by the best interests of America, but by the old-world turmoil of hatreds and rivalries. Any person who hinders any man, woman or child in acquiring a better knowledge of English than of any other language, is hindering the realization of a united America and doing irreparable injury to the person influenced. There can be no compromise on Mr. Roosevelt's statement—"An American must be an American and nothing else."

There is need of a loyalty to our language as well as a loyalty to our constitution, laws, institutions and flag. Often "old-line Americans" fail to use the American language as they should. Pure diction, distinct articulation, correct pronunciation, reasonable freedom from slang, and clear, forceful expression of thought, should be considered by teachers as a phase of loyalty. At least **teachers** should appreciate our language. They should know it is used in half the area of the earth's surface inhabited by enlightened people; that it is the language of business, commerce and manufacture; that it has twice as many words as any other language; that it serves the purposes of a practical, matter-of-fact, republican people like ours, better than any other language could; that its use is being extended in the Philippines, South America and Africa; and that if a universal language is ever realized, it probably will be ours. Every American can help Americanism by using clear, forceful English in speaking and writing, just as he can help by showing respect for our flag and loyalty to our political institutions.

Another phase of Americanization of interest to "old-line Americans" is the application of the "square deal" to New Americans. The use of a foreign language by an immigrant is not nearly as un-American as the use of such odious names as "dago," "hunky," "sheeny", or "wop", by so-called Americans. The condescending, patronizing, disdainful attitude of some "Americans" toward the immigrant is altogether out of harmony with American ideals. Americanization involves a better appreciation of the heritage the immigrant brings to us, a willingness on our part to treat him in a sane, human, sympathetic way, and an effort to act out American ideals in our dealings with him. Most immigrants learn to admire, love and respect individual Americans be-

fore they learn to love America. This is why Americanization can never succeed as it should until practically all genuine Americans realize its spirit and purpose. It is a great patriotic work just as the Red Cross and War Relief work were in 1917-18; it deserves the same support from loyal Americans.

The most specific, concrete and definite Americanization work is done in the evening school. Serious-minded men and women with a definite purpose in mind, under the direction of a tactful teacher, make remarkable progress. We had read of the wonderful work done in the large cities of the east and of men who had learned to read and write in the "moonlight" schools in Kentucky in six weeks time. We could hardly believe these reports; but we have already duplicated them in our own state. The letters and quotations from evening school pupils given elsewhere in this bulletin are positive proof of the value of this work.

Most of the men and women in our evening schools are able to speak English, which partly accounts for their rapid progress. Because of their ability to understand English, oral work in history and civics may be given from the beginning of the course. The work in English is based on some text written for adults such as:

English for New Americans, by Field & Coveney; Silver Burdette Co., Chicago, Ill.

How to Learn English by Pryor & Ryan; MacMillan Co., Chicago.

Country Life Readers by B. F. Johnson Publishing Co., Richmond, Va.

THREE CLASSES OF EVENING SCHOOLS

1. Aberdeen, Sioux Falls and Lead have organized Americanization work under the direction of a trained worker, known as "City Director of Americanization." In Aberdeen and Sioux Falls the director gives all her time to the work. In each of these two cities, the director has from six to twelve evening school teachers working under her direction, besides a number of volunteer home teachers. The trained city director seems to be the best solution of the Americanization problem in cities with a considerable immigrant population and these South Dakota cities have attained considerable prestige as pioneers in the movement.

2. The village evening school is usually in charge of the principal, assisted by one, two or three additional teachers. These schools are attended by farm people within a radius of five miles as well as by village people. The evening schools of Java, Freeman, Tripp and Menno are examples of this class. Some of these schools have been commended by the National

Bureau of Naturalization and by Americanization leaders of National prominence.

3. Very successful evening schools have been maintained in the one-room country school. Excepting the "Moonlight" schools of Kentucky, South Dakota probably ranks first in the development of the open country evening school. The attendance in these evening schools was much better than the attendance in the city or village evening school. Distance does not seem to be a serious impediment. When roads permit, some come in automobiles and there are plenty of idle horses on the farm in the winter time.

Instead of being the most unfavorable location for an evening school, the open country seems to have many advantages. In the city and even in the villages, there are "movie" shows, athletic contests, lecture courses, dances and other social affairs, tending to interfere with evening school attendance. In villages the stores are frequently open in the evening, making it difficult for people working in them to attend evening school. None of these hindrances exist in the country. On the contrary, the evening school is a pleasing diversion, a means of social intercourse, and a kind of substitute for entertainment. Indeed, the tactful evening school teacher makes the work so interesting that it is almost entertaining, and varies the program by an occasional social affair. The possibilities of the rural Americanization school are almost unlimited. Probably in no other phase of educational work has South Dakota the same opportunity to render a distinct service to America as in the development of the open-country evening school.

The one essential factor in the country evening school is a capable teacher. It is not at all necessary that she have special training for the work, provided she has ambition enough to read bulletins and books on Americanization and adult instruction. As a rule she should have had some experience or at least be mature enough to inspire confidence. She must realize that the pupils must be treated as adults. Day school methods and regulations cannot be used in the evening school. She must be tactful, sympathetic, patient and not too exacting. Above all she must realize that she is performing a patriotic service—the greatest patriotic service possible in peace times.

The evening school teacher receives \$2.00 per evening for her work. This is paid by the school board, but at the end of the term the state re-imburses the district for one-half of the amount thus expended. Where adults constitute the evening classes, it is not absolutely necessary to hold four sessions a week or to maintain school for twenty-five weeks.

The evening school aids the day school work. The teacher, knowing the parents intimately, secures their co-operation. The importance of school work is better realized by the people and they are more willing to vote taxes for school purposes, provide needed equipment and keep their children in school. The children look upon school work in a different light when their parents attend evening school and delight in helping them.

RECEPTION TO NEW CITIZENS

Aberdeen initiated a plan for recognizing people who have passed the naturalization examination which has been commended by the U. S. Naturalization Bureau. The new citizens and their wives, (who are also new citizens) are invited to a banquet given by the Commercial Club. Besides the new citizens, the Mayor, City Superintendent, Circuit Judge, directors of the club, evening school teachers, Clerk of Courts and other "old-line Americans" are invited. The American Legion Post also tenders a reception to the new citizens in the city auditorium. Hundreds of citizens assemble here while the banquet is being served. After the banquet, the guests march over to the auditorium. One of the new citizens, carrying an American flag, leads the procession. When the new citizens enter the hall, the audience rises and remains standing until the new citizens are seated as the honor guests. A program is then given, consisting of music, singing and talks by the Circuit Judge, Mayor, City Superintendent and by members of the class. Boy Scouts act as ushers and, at the close of the meeting, raise an American flag, the entire audience giving the flag salute. After adjournment, the Ladies Auxiliary of the American Legion serves light refreshments, while old and new citizens mingle together socially. The D. A. R. distribute copies of the American constitution to the new citizens. The banquet and reception impress old as well as new citizens with the privileges and responsibilities of American citizenship. Such exercises are well worth while and should become a regular feature of the admission of new citizens. It is not solely for the benefit of the new citizens; the "old line Americans" thoroly enjoy it and profit from it as well. Pleased as the new citizens seem to be over the citizenship reception, Commercial Club members, Legion men and Auxiliary ladies seem just as pleased. No more effective Americanization exercise has yet been devised than the reception to new citizens.

INDIVIDUAL INSTRUCTION

The Bureau of Naturalization is calling for volunteer teachers to teach individual pupils who desire to learn English or to prepare for the naturalization examination. The U. S. Students Text for this purpose may be obtained free by writing Hon. R. S. Coleman, Chief Naturalization Examiner, St. Paul, Minn.

This is as genuine an appeal to patriotic citizens as was Red Cross work during the war. Many of our teachers have responded but there should be ten times as many. The teacher who teaches one adult to read English earns his everlasting gratitude and performs a notable patriotic service. Communities should take up this work and see that every person desiring a teacher is provided with one. An excellent slogan for a community would be "Everyone in ——— over eight and under fifty years of age able to read and write English in 1925." Not only teachers, but business and professional men, farmers, public spirited ladies, high school students and even grammar grade pupils might be induced to help in this work if it were looked upon as patriotic service and made a matter of civic pride. The local American Legion Post and Ladies Auxiliary might initiate the movement for a 100 per cent literacy in English by 1925; or the local high school might take it up and secure the co-operation of the Commercial Club, pastors, teachers, ladies' clubs and other organizations. It should be borne in mind that an adult of average intelligence, who is educated in his own language and speaks English, can learn to read English sufficiently to pass a literacy test in three months if given proper assistance. A man can learn to sign his name in one lesson, write his own checks in a few weeks and write short letters in a few months. There are very few people in South Dakota who do not speak English. This makes our task of teaching adults to read comparatively easy. Our State Historian, Doane Robinson, claims that if the wards of the Federal Government were not counted, South Dakota would rank first in literacy in the Union. What a proud record we would have if we could say, in 1925, that every person over eight and under fifty years is able to read and write the American language.

ENGLISH ALONE NOT AMERICANISM

The teaching of English has been emphasized; but it should be remembered that it is a means to an end and not the end itself. Many anarchists, communists, and I. W. W.'s are adept in using the English language. Philip Nolan cursed the United States in English; Lafayette prayed for it in French. Language does not necessarily mean loyalty; but it makes possible the acquiring of knowledge that inspires loyalty. The very act of teaching an immigrant is in itself, aside from any educational result, an evidence of friendliness and fellowship. Almost from the beginning, the pupil is taught to admire our great heroes and statesmen; indeed our soldiers say they frequently found pictures of Lincoln in English, French, Belgian, Italian and even German homes in Europe. Lincoln is a great hero wherever he is known among the common people. Mary Antin tells in "The Promised Land" how proud and happy she was when she learned that even she, a little Jewish girl whose parents had been persecuted, despised and spurned in her old home in Europe, could claim to be a citizen of Lincoln's country. Half hysterical, crying and laughing with joy, she ran to her home and told her father he was a fellow-citizen of Lincoln's!

The New American, in just a few lessons, can be taught the meaning of the stars and stripes on the flag and the etiquette of the flag—too often not known or practiced by "old-line Americans." They can learn to sing America and the Star Spangled Banner—music appeals to our immigrant friends more than to Americans. Later they can learn the flag salute, the pledge to the flag, America's Creed, and read some of our beautiful tributes to America and to its flag. All this tends to produce an emotional response to America.

Finally the interest of "old-line Americans" in the instruction of New Americans tends to develop a kindlier, more sympathetic, more Christian attitude towards our immigrant friends. We learn that they are very sensitive; for example, we learn not to use a book that is written for "Foreigners." We learn that they resent being ridiculed, laughed at, or being called odious names; that a condescending, patronizing, "want to uplift" attitude is sure to antagonize them. We discover that they are pleased when they find we do not despise their language, customs or dress; that they are delighted when we show them that we know and appreciate the great statesmen, artists and musicians that their former country produced. In short, contact with New Americans reveals the fact that they are very, very, much like ourselves. This simplifies the task of Americanization—we must act toward the New Ameri-

can just as we would like to be treated were we in his place. In fact, the teaching of English and history is wasted, if in the little community in which the New American "lives, moves and has his being," so-called Americans exploit him in business, look down upon him, ridicule him and treat him as a kind of missing link between lower animals and man. If there were not a single evening school in South Dakota, Americanization work would be worth while, if it results in American attitudes towards the immigrant. One of the most pleasing results of the work is that South Dakota boys and girls no longer use odious names in speaking of the immigrant, nor do they make fun of his dress or his speech. They do not draw racial lines on the playground nor look down upon the child from a New American's home. Of course, there are some exceptions; just as we had "slackers" during the war among the men, so we have "slackers" in school— young people who are not really American at all but who should be very happy in some foreign country as "princes" or "princesses". There is hope for them, however; for American boys and girls, once they understand the true American spirit, are likely to take care of the "slacker" and make a good American out of him even if they are a little rough in doing it. We have no place for snobbishness in South Dakota schools no more than we have place for "titles of nobility." If our schools are made genuinely American perhaps some of our New Americans will give them more loyal support. The acting out of the American square deal in our every day life is just as important in Americanization as evening school work. An American Legion resolution states that "Ultimately, the best safe-guard against disloyalty and radicalism is simple justice to all." The day school can do much for Americanization by treating the immigrant's child in a truly American way. Mr. Dennis McCarthy in his poem on "Americanization" tells what not to do in the first and second stanzas and what to DO in the last.

AMERICANIZATION

Call him a dago, a hunkie, a wop;
Treat him as someone insane and inferior;
Turn up your nose at his house and his shop,
Show yourself thus his decided superior.
Sneer at his gestures and laugh at his speech;
Always applaud when your funny man guys him,
Then when you've widened and deepened the breach,
Weep that you cannot Americanize him!

Has he a houseful of children? Oh, my!
What an example of gross impropriety!
Doesn't he know some Americans cry
Out on a menace like this to society?
How can we hope to enlighten his mind?
What can we do if the prudent despise him?
Where for such families a home can we find?
How can we hope to Americanize him?

What of his background and what of his race?
What of his culture inherent or national?
Questions like these enter into the case;
Relevant they to a matter so rational.
Let us get down to the rock-bottom fact—
Oft 'tis our prejudice only that tries him;
Treat him with knowledge and justice and tact—
That is the way to Americanize him.

COMMENTS BY EVENING SCHOOL PUPILS

"My isn't it too bad they didn't start these schools before. Just see all I have missed."—Java Pupil.

"I have been thirty-two years in America and all that time I have been unable to read and write the American Language. Now I can read the letters from my brothers' folks in Colorado and also my business letters. I wouldn't have missed the night school for anything."—Well-to-do-Farmer.

A man sixty years of age said one evening at Wallace, Clark County, "I must hurry home or I will be late for night school. I wish we had these evening schools forty years ago."

A Norwegian lady who had (according to her children's report) never spoken English went home from the first session of evening school and said, "I speak English now."

AFTER A VERY CREDITABLE EXAMINATION

Judge: "Is there anything else you wish to say?"

Applicant: "I wish to thank you, Honorable Judge, for the opportunity to attend an Americanization evening school and learn about our government."

"In Russia they do not even provide schools for the little children; but in America they provide schools for us grown-ups who have come here from other countries. I thank God for sending me to America and for giving me these fine teachers and this school."—Menno Evening School Pupil.

LETTERS FROM EVENING SCHOOL PUPILS

Dear Mr. Guhin:

Ever since I began to understand and speak the American language, I have wished for a night school for those who could not read, write and speak readily.

Twenty-one weeks ago a night school was started in Java. I began to go right away because I was anxious to learn and have attended regularly. During this first few weeks of night school it was very hard for me because I didn't have an education in any language.

Now after going to school this short time, I can clerk in the store without trouble because I can write out order slips and put up orders. I can write letters to my friends and read those that I get. I am proud of this night school because it has done many people much good. I certainly shall go as long as I can.

Yours truly,

Mrs. A. Lange.

My dear Friend:

Several weeks ago you wrote me a letter asking about our Night School. Our Night School began last fall, October, and we had Night School twenty-one weeks now. I can tell you that we learned a great deal in reading, writing, spelling and talking. I do not hope that you think I am elated, no, but I am proud. I can write a small letter and we also learned to write checks and I can do it if I have money in the bank.

Will you visit me next summer? If you will come to me I will tell you a great deal more about our Night School.

Sincerely yours,

Mrs. G. Kirchoeffer.

NIGHT SCHOOL

I am fifty-one years Old now and this is the first year that I have ever had American schooling. I now had sixteen weeks of school and surely learned a lot. Before I went to school I could not read or write the American language, but now I can read any newspaper or book and the exact meaning of it. I surely am glad that we had night school this winter and hope that we will have some more night school next winter so that I can get along better with the American people and be able to read the American newspapers better.

Sincerely,

Simon Gimbel.

Night School.

I will add my opinion regarding night school. I have been a pupil in the night school since it started in this town. Am very glad to have the opportunity to do so which was denied me in school days. It has helped me in many ways and I am sure this is the same opinion that our whole class has. I also must mention Mr. Giffen who surely has had a lot of patience and hard work with us all.

Yours truly,

Dear Friend and Night School Teacher:

I am going to work to Sioux City. I am going to work in my cousins restaurant.

To-night is the last night I will be in school. I am very sorry that I must quit school but if I come more.

I am also sorry that I did not see you to-night to say "goodby" so I am writing your letter. I am going give you my address.

I wish you thanks for your kindness to me.

Yours very truly,

George Poulos.

* * * *

Compare these letters with the following received by a county superintendent from a young man born in South Dakota; then answer the question: "Should the compulsory school attendance law be enforced?"

"Dere ser; Rescevd,

I will led you no that I cand go to scoul.

I paist the fourd grad and some other higher grads.

I whout send you my report card bout I cand find it no more

I ll to all the tought thads onosto good. (honest to God).

Im twenty two years old.

A CITIZEN'S EDUCATIONAL CREED

I believe that education is the strong defense of a free nation, and that ignorance is a curse to any people. I believe that the free public school system of the United States is the best guarantee of the rights vouchsafed to us by the constitution. I believe further that the public schools of the land are the cradle of our democracy and that in the class-rooms and upon the playgrounds where the sons and daughters of street-sweeper and railroad magnate, of day-laborer and multi-millionaire meet upon an equal footing and stand upon their own individual merits, the lessons of democracy and fraternity are best taught. I believe that the hope of America is in her youth, and that the battle ground of the world is the heart of the child, and that government fails at its source when it ceases to make ample provision for the development and nurture of its future citizens.

I believe that as the lighthouse stands off the rocky coast as a warning to mariners of the treacherous shoals that lie hidden, so the light which emanates from the "little red schoolhouse" will steer the ship of State through the troublous times ahead. I believe that as sunlight is the best dispeller of the disease laden germs, so the light of universal knowledge which is propagated from the public school is the best guardian of the land.

FRED L. SHAW,

Superintendent of Public Instruction of South Dakota.

A CHRISTMAS PRAYER FOR AMERICA'S NEW YEAR

M. M. Guhin

State Director of Americanization of South Dakota

LORD OF NATIONS: Who promulgated the everlasting principles of justice, equality and law-limited liberty upon which this Republic is founded; Who has granted us manifold blessings and preserved us as a free, united and self-governing people

“Be with us yet, lest we forget;
Lest we forget.”

Save us, O Lord, from the hidden dangers of great power and affluence. Teach our men of wealth that, if they graft, profiteer, or exploit labor, they are destroying America by poisoning the faith upon which it is based. Teach our laborers that honest, conscientious, painstaking labor is needed if America is to endure. Protect us from the siren song of class hatred and class consciousness.

“When Faith (among laborers) is lost
When Honor (among capitalists) dies
The Man (the State) is dead.”

Teach Capital and Labor—teach our cities—to appreciate the farmer and his problems and thus ward off the appalling perils of decreased production and a hopeless tenantry that threaten us as cities grow and country dwindles.

Save us from the insidious teachings of those who do not believe in God, man, nor America; protect our cherished institutions of home, state, church and school. Aid us in translating “Our Father” into “We, the people”; “The Golden Rule” into the “American Square Deal”; the “Sermon on the Mount” into generous donations to the millions of starving Innocents of blood-stained Europe; and “What ye have done to the least of these” into the inalienable American right of every American child to a common school education in the American language.

Save us, O Lord, from the waves of racial hatreds that daily come to us from war-ridden Europe. Help us to realize

a "League of Peoples" here at home with one loyalty, one flag, one nation and one common language—"A world's experiment station in human brotherhood." Help us to understand, appreciate and esteem each other, whatever our race, color or creed. Lead us not to think we are "Thy chosen people" but we have chosen Thee as our Guide. Then, when we have shown the world that people of sixty different races may live in perfect harmony, a World League founded on Thy teachings and "Peace on Earth" may be realized.

Make us, O Lord, more Christian and less bigoted; more idealistic and less materialistic; more law-abiding and less mob-ruling; more zealous in our duties, less jealous of our rights; more conscious of our responsibilities, less insistent on our privileges; more respectful of authority, less critical of those in authority; more inter-national but not less national; more concerned with fundamental principles of right, less prone to yield to expediency. Keep us a sane, patient, virile Christian people; and, above all, give us peace—"A JUST and LASTING peace among ourselves and with all nations."



PRESIDENT'S CABINET 1921-1925

.....Secretary of State.
Secretary of the Treasury.
Secretary of War.
Attorney General.
Postmaster General.
Secretary of the Navy.
Secretary of the Interior.
Secretary of Agriculture.
Secretary of Commerce.
Secretary of Labor.
Secretary of Social Justice?

.....Speaker of U. S. House of
 Representatives.
President Pro Tem of U. S.
 Senate.
Ambassador to England.
Ambassador to France.
Ambassador to Italy.
Ambassador to Germany.

STATE

.....Speaker of House of Rep-
 resentatives.
President Pro Tem of Sen-
 ate.
State Sheriff.
State Game Warden.

RECORD OF SOCIAL SERVICE ACTS PERFORMED BY
INDIVIDUAL PUPILS IN SCHOOL,
..... COUNTY

Include only acts of special merit such as winning county or state prizes; acts of bravery, and self-sacrifice; distinctive service rendered to community or to an individual in need; giving up a confirmed bad habit such as smoking cigarettes or swearing; exceptional work as a student; unusual help rendered to the teacher or school; other activities suggested in this bulletin as specially meritorious. No record should be made unless the teacher is satisfied that it will be approved by the county superintendent.

RECORD OF SOCIAL SERVICE ACTS OF
..... SCHOOL.

Include such activities as hot lunches, school entertainments, inter-school events, evening school, improvement of school grounds, helping any state or United States department or other activity suggested in this bulletin as having social merit.

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Hipple Printing Co., Pierre, S. D.



